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ABSTRACT

The monograph describes "Boatworks," a subsidiary of Stepping Stones Growth Center in Oakland, California, which trains developmentally disabled adults to clean and maintain pleasure boats, and "Cleansweep," a janitorial and grounds maintenance training program for the same population. A brief history of the programs is followed by client profiles and information on client productivity and business procedures. Training outlines specify steps for teaching clients skills involved in both programs. Funding information is followed by a sample budget and a discussion of job opportunities, placement, and disincentives for employers. Extensive appended information includes sample forms and skills assessments along with a worker handbook. (CL)

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BOATWORKS AND CLEANSWEEP

MOBILE WORK CREWS

For Adults With Developmental Disabilities

STEPPING STONES GROWTH CENTER

1720 Adeline - Oakland, California 94607

(415)834-3990

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December, 1984

Prepared under a grant from Department of Health and Human Services, Administration on Developmental Disabilities;

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Most of all we wish to thank the staff of Boatworks and CleanSweep -- we would not exist without your efforts. And of course, we thank the trainees who form the crews of Boatworks and CleanSweep. They teach us every day.

TABLE OF CONTENTS

BOATWORKS AND CLEANSWEEP

I. Introduction and Overview - 1

II. The Client - 8

III. The Business - 12

IV. Boatworks Training Outline - 17

V. Cleansweep Training Outline - 29

VI. Funding the Program - 40

VII. Job Opportunities - 45

VIII. Appendix - 50

Client

Business

Safety and Production

Worker Handbook

Publicity

BOATWORKS AND CLEANSWEEP

I. INTRODUCTION AND OVERVIEW

Boatworks, a subsidiary of Stepping Stones Growth Center in Oakland, California, trains developmentally disabled adults, ages 18 to 50, to clean and maintain pleasure boats in the San Francisco Bay Area. CleanSweep is a janitorial and grounds maintenance training program for the same population.

Individuals in training are mentally retarded, emotionally disturbed, or have mild cerebral palsy. The primary disability of those served is mental retardation. Since the founding of Boatworks in November, 1981, 29 clients have been trained. CleanSweep began training in November, 1982 and has trained 29 workers. About half of the trainees live in small group homes; the other half live with their families or in foster homes. A few live independently.

PROGRAM DEVELOPMENT:

Stepping Stones began as a nonprofit after-school day care facility in 1975. Founded by parents of retarded children, the program began with fifteen children and a volunteer staff. Eventually, as the clients reached their teens, the Executive Director, Maria Distler, began to see a need for vocational training. The segregated school which most of them attended offered little in the way of independent living training and vocational skills.

Through CETA funds, Stepping Stones was able to place some of the older clients in on-the-job training positions in the private sector. Jobs included groundskeepers, janitors, bakery assistants, boat cleaners and sail loft workers. Of all the training opportunities, boat cleaning and janitorial and grounds maintenance proved to be the most successful for the developmentally disabled.

In 1981, when it became evident federal support for community-based organizations would be diminished and CETA was drawing to a close, the agency saw a need to become partially self supporting by operating a nonprofit business

enterprise. About the same time the administration team was urged by professionals in the field of Rehabilitation and the parents of our youth about to leave school, to add adult services, thereby changing program focus to meet community needs. In December, 1984, the facility was awarded three year accredidation for work adjustment and work services by the Accredidation of Rehabitation Facilities, CARF.

Marge Watson, Program Developer at Stepping Stones, sails for a hobby. She was aware of the routine work of boat cleaning and thought the work suitable for the developmentally disabled youth. She approached the largest yacht brokers in the East Bay to assess the viability of establishing a boat cleaning business employing the handicapped. When she received a positive response from yacht brokers, sailboat charter outfits and individual owners, she approached State CETA with a proposal.

FUNDING SOURCES:

Initially, Boatworks was funded by the State of California CETA for one year at $100,000, but funding was cut to nine months, with a reduction of funding by one-third. CleanSweep began with a grant from local Oakland CETA one year later. The six-month grant supplied $30,000 seed money to hire staff and recruit and train ten clients. The program is presently funded by California Department of Rehabilitation for work adjustment and work services (30% of agency budget), business income (20% of revenues), a Rehabilitation grant for employment services, and corporation and foundation support.

PROGRAM GOALS:

The goal of the program is to provide relevant training in a real work setting on state-of-the-art equipment. The long range goal for most clients is competitive employment. The objectives of our two businesses are:

- to perform quality work for customers;
- to operate competitively, with sound business practices;
- to employ developmentally disabled workers in steady and satisfying jobs;
- to expose the community to the capabilities of the handicapped worker.

STAFFING:

Currently there are three CleanSweep crews and one Boatworks crew. Supervision of trainees is done by vocational supervisors, hired and supervised by Stepping Stones. These supervisors are required to have strong vocational skills in the boating or janitorial trade as well as experience working with handicapped persons.

Each supervisor is in charge of a crew of six trainees. A course outline for the vocational skills taught is included in sections IV and V. The supervisors also teach the clients good work habits and the social skills needed to interact with the public.

TRANSPORTATION:

In order to enter either program, workers must be able to get to Stepping Stones via public transportation, bicycle, or carpool. The Bay Area has an exceptionally good bus and rapid transit system. It is the parent's, care provider's or case worker's responsibility to site train the potential client to the doors. Transportation to the various work sites is provided by company vans driven by the supervisors.

REFERRALS:

Most referrals to the program come from Regional Centers (a branch of the State Department of Developmental Services), the Department of Rehabilitation, the public schools, Board and Care operators and families. A small percentage are self-referrals who hear about the program and want to learn the trade.

SKILLS TAUGHT:

Boatworks: Workers learn a variety of skills in both cleaning and detailing boats. Tasks are broken down into small, easy to understand progressive steps. In the boat cleaning area, trainees learn safety rules, use of special materials and equipment, how to follow directions, do interior and exterior cleaning tasks, and work as a team. Workers learn boat detailing skills such as scraping off old paint, refinishing wood and fiberglass, polishing metal parts, and waxing and buffing out hulls.

CleanSweep: Workers learn a variety of skills in both janitorial and grounds maintenance. In janitorial, they learn sweeping, mopping, dusting, window washing; floor stripping, waxing, and buffing; and cleaning and maintenance routines for bathrooms, kitchens, offices and other special areas. In grounds maintenance, they do a variety of outdoor tasks including: mowing lawns, raking, weeding, trimming hedges, pruning trees, bagging trash, and watering plants, while using a variety of tools and equipment.

WAGES PAID:

The initial CETA grants paid the workers minimum wage. Now the workers are paid on the basis of their rate of productivity, according to Rehabilitation standards. On an average, a worker makes approximately $1.50 an hour. The prevailing wage in the Bay Area for an entry level boat cleaner is about $3.75 an hour; for a janitor, $4.66 an hour. These figures are updated yearly, and productivity rates adjusted, as needed. Productivity is evaluated quarterly, in order to more accurately compensate workers whose skills have improved or regressed. The method for figuring Productivity rates can be found in the Client section. Forms and standards are included in the appendix.

WORK SCHEDULES:

Crew members report to Stepping Stones each day at 9:00 a.m. and go home at 3:00 p.m., with a 30-minute lunch break and two 15-minute breaks. The work adjustment instructor conducts a half hour session each morning, while supervisors receive the day's orders and load up equipment. The usual work day for trainees is six hours, Monday through Friday. Within their 5-6 hour day, an average of four hours is actually spent working for customers. They work every day, weather permitting. Workers must call in if they will be absent or late. Appointments with case workers, doctors, etc., are encouraged to be scheduled after working hours.

BENEFITS:

Liability Insurance, Worker's Compensation, and Social Security are paid by Stepping Stones for all workers. Trainees who have been in the program for a year or more receive 5 paid vacation days, 5 paid holidays, and 5 paid sick days each year. Trainees are on regular payroll; a deduction for FICA is calculated, but they are exempt from SUI or DIS.

MARKETING:

Stepping Stones has hired a Job Developer who also devotes 30% of his time to marketing the businesses. High quality flyers, brochures and business cards are produced to advertise the services of Boatworks and CleanSweep. Flyers of Boatworks are distributed to yacht brokers, sailboat charter outfits, marine stores, yacht clubs, and marinas on a regular basis. An advertisement appears each month in a popular Northern California boating magazine called "Latitude 38". When working at a boat show or other large marine gathering, flyers are placed on cars or displayed aboard boats being maintained. Human interest articles and television coverage have made the program very visible in the Bay Area.

Some of the best advertisement for Boatworks comes from boat owners who have utilized the program's services and are

impressed with the quality and efficiency of the crews. In addition, crews are seen working in marinas daily by boat owners who inquire about their services. Signs have been made to hang on the life-lines of a boat to advertise that Boatworks is maintaining it. Trainees themselves have been known to comment to a boat owner on an adjacent yacht that his yacht could use a bit of attention.

CleanSweep has advertised services in several local newspapers that are widely distributed free in the Bay Area. They also subscribe to a State Contracts newsletter announcing all contracts throughout the State open for bid. Through this system five grounds maintenance contracts for the Department of Motor Vehicles have been secured. The National Industries for the Severely Handicapped (NISH) occasionally contacts the contract procurement person about Federal contracts of interest. To date, several NISH contracts have been considered.

PROGRAM MANAGEMENT, ENTRANCE CRITERIA:

All potential workers must be 18 years old, have a social security card, and have travel skills to enter the adult program. A prime consideration for acceptance in the program, is the motivation to work. Initial contact is made by a case worker, teacher, or family member. Each person must participate in a formal interview and have a tryout and skills assessment. Boatworks candidates must participate in a water safety test both in a swimming pool and at the dock.

Clients must be sponsored by Department of Rehabilitation (Vocational Rehabilitation or Habilitation) or JTPA. Parents could also pay for training costs if no sponsorship can be obtained. Case workers send collateral, including medical information, psychological evaluation, work history and other pertinent data to Stepping Stones' case manager prior to the interview. We are especially careful to screen out consumers who have a current history of violence or inappropriate sexual behavior.

TRYOUT, PROBATION:

A potential trainee is taken to see a crew at a worksite. Family members and/or case workers must accompany him. If, after collateral is reviewed and the trainee seems interested in either program, he or she is scheduled for a

tryout. This usually consists of 1-3 days, until the supervisors have completed an appraisal to determine whether or not the individual meets the minimum requirements to enter the program. The client is then enrolled in Boatworks or CleanSweep.

After a 90-day probation period, a staffing is held to determine the consumer's adjustment and growth in the program. If the client passes probation, an Individual Habilitation Plan (IHC) is developed for each client with long and short range goals outlined. See form in appendix. The IHC is completed yearly, with updates every three months. Monthly progress reports are completed and sent to counselors of Rehabilitation clients.

BUSINESS OPERATIONS:

Boatworks and CleanSweep are both licensed to do business in the County of Alameda. Stepping Stones belongs to the Oakland Chamber of Commerce to promote both contracts for crews and jobs for graduates. The business manager sets up Standard Operating Procedures for bidding, customer relations, billings and collections. Rates are kept competitive with the local marketplace. Rates are currently $18 an hour for a crew in Boatworks and CleanSweep. Rates are adjusted in January, if warranted. The Finance Committee of the Board of Directors and a business advisory group lend business expertise usually lacking in a social service organization. Business income amounted to 20% of the total agency revenues during 1984. The goal is to increase this share each year.

II. THE CLIENT

CLIENT PROFILE:

Boatworks began in October, 1981. Since that time, 29 clients have been trained in the skills of boat cleaning and detailing. Ten were trained in the first nine months of the program in sewing skills related to sail lofts. Due to a lack of employment opportunities, this program was dropped in July, 1982.

CleanSweep began in October, 1982. As of October 1984, 29 clients have been trained in the skills of janitorial and grounds maintenance work. Five clients have been in both programs. All have transferred from Boatworks into CleanSweep.

Disability:

mentally retarded	-	69%
learning disabled	-	9%
emotional problems	-	6%
dual diagnosis	-	6%
cerebral palsy	-	5%
other physical	-	5%

Type of Residence:

living with family	-	46%
board and care	-	33%
semi-independent	-	13%
independent	-	8%

Ethnic background:

White	-	57%
Black	-	32%
Hispanic	-	6%
Asian	-	5%

County of Residence:

Alameda	-	89%
Contra Costa	-	10%
San Francisco	-	1%

Sponsorship:

Habilitation	-	52%
CETA, JTPA	-	39%
Rehabilitation	-	9%

Age:

under 20	-	13%
21 - 30	-	62%
31 - 40	-	9%
41 - 50	-	13%
over 50	-	3%

Length of Training - Based on 40 clients no longer in the program:

A client is only counted after passing 90-day probation.

3 to 6 months	-	42.5%
7 to 12 months	-	42.5%
13 to 18 months	-	10%
more than 18 months	-	5%

Status upon leaving:

competitive employment	-	25%
sheltered employment	-	25%
status unknown	-	25%
moved, no program	-	25%

- This information is updated at the end of each calendar year and compared to past years.

A DAY IN THE LIFE OF A BOATWORKER

7:00 am	Arise, fix lunch, prepare for work.
8:30 am	Arrive at Stepping Stones by bus and rapid transit. Sign in on timesheet.
9:00-9:30	Work adjustment class. Today's topic; getting along with the boss.
9:30-10:00	Travel to a marina to work. Today we're in Alameda Marina.
10:00-12:30	Supervisor Kathan directs the crew of six to redo the teak wood on a 40-foot yacht. Estimated hours of work to be thirty. That will take all week.
12:30-1:00	Lunch break. Crew members pack their own lunch each morning. Time to take a break and enjoy the scenery.
1:00-2:30	Back to work. Finish the handrails, move on to the stern trim. Crew members have to be coaxed to keep up the pace as the day draws to a close.
2:30-3:00	Travel back to Stepping Stones. Sign out, commute back home. Sunburned and tired, but content with a job well done.

PRODUCTIVITY

Since the beginning of Boatworks, the question of figuring production rates has been raised. The client wants to understand why he earns $1.00 an hour, and the guy next to him makes $2.25. The case worker wants to understand why the client has reached a plateau. Department of Rehabilitation and CARF want to see records to determine clients are paid fairly. Department of Labor wants to see the actual tests administered.

The Problem: In operating Boatworks and CleanSweep as mobile work crews doing a variety of tasks everyday, several difficulties arose in obtaining accurate and consistent performance ratings.

1. Lack of industrial standards, that is the time required for a non-handicapped worker to perform a particular task in boat detailing services, for example.

2. Extreme variability in the condition of wood, fiberglass or metal on each boat maintained.

3. Frequent shifting of worksites in yard maintenance, custodial and boat maintenance, representing varying degrees of difficulty experienced by the workers in a given day or week.

The Goal: To develop a quantitative/qualitative rating form that would take into consideration the constant fluctuation of tasks/skills presented to a worker in any given day/week and the variability of the condition of each work setting.

The Solution: A format was designed to accomodate both quantitative (traditional time study method utilizing a stop watch) and qualitative (assessment by observation and knowledge of the worker). Thus the performance rating takes into consideration both speed and accuracy of the handicapped worker compared to a non-handicapped worker's rate on the same job.

You will find in the appendix the forms currently in use and an explanation on how to use them. These forms are probably not the final word. We would appreciate comments from other mobile crew operators on this problem.

III. THE BUSINESS

Boatworks and CleanSweep operate as business subsidiaries of Stepping Stones, under our nonprofit umbrella. Paperwork was filed with the county for a fictitious name statement or "Doing Business As" Boatworks /CleanSweep. A business license was obtained through City Hall. Notify the officials of your nonprofit status when making application to avoid taxes on income. You will probably have to pay a small yearly fee.

The business operations must be managed by staff with knowledge of the service industry. They should understand bidding, quality control, marketing, and all around business management. Get to know your competition. Join the Chamber of Commerce or local business or trade association. Develop a business advisory board or find members of your Board of Directors with business experience (successful, of course).

GETTING AND KEEPING CONTRACTS : Bid competitively. In the beginning our bids were too low, hours estimated were too few to do the job, and money was lost. The person doing the bidding must have a knowledge of the capabilities of the work force, the work load, and what the market will bear. Department of Rehabilitation offers workshops on bidding which can be useful. Keep records in the beginning to see how accurate your estimates are compared to the amount of time and money it actually took to do the job.

Estimates and getting the job done for the customer should be done as promptly as possible. This way the customer does not lose faith in you. Don't promise more than you can deliver. Do not be tempted to take on jobs beyond the skills of your trainees. If you do, the supervisor ends up doing most of the work himself, and the clients learn little. Training can take place when jobs are steady, and of a reasonable duration. At least 3-5 hours of work at one location saves time and money spent in travel and related costs.

Billing should also be done as soon as the job is completed. This helps cash flow. The business manager has an hourly rate for work to quote to customers, but most monthly contracts are bid on a flat rate. This takes into consideration variables such as client productivity, absenteeism, and new trainees which may slow down the crew. Setting monthly contracts also helps business income remain constant.

It is important to develop Standard Operating Procedures (SOP) for all aspects of bidding, executing contracts, and invoicing customers. The SOP for customer invoices follows this section. Having procedures and analyzing them at least annually will help in a smooth transition in case of staff changes or covering for vacation periods.

Quality control is vital to the success of the business. The business manager drops by worksites unannounced several times a month to talk to customers, note the quality of work being done, and do on-the-spot problem solving. Monitoring customer satisfaction with a customer feedback form (see appendix) puts forth a positive attitude to the customer that his business is important to you. It is far better to correct action while you still have the contract than find out the problems after the contract is cancelled.

NISH, located throughout the country, offers assistance in bidding and securing government contracts. Many are janitorial and grounds maintenance contracts, both large and small. Large contracts may seem complicated and overwhelming at first, but securing several substantial contracts that are long term and offer good training experiences in an integrated setting are an asset to business operations.

State Contracts are also available. Most States publish a monthly contract listing. Many States have "set aside" categories for minority businesses, such as those employing the handicapped. This means once the contract is awarded, the Rehabilitation facility does not have to bid competitively time after time; as long as the State entity is satisfied with the work.

SCHEDULING: The business manager makes up a monthly schedule about two weeks prior to the beginning of the next month. He schedules regular customers and notifies them if their regular day must be altered due to holidays. Otherwise customers are served on designated days, such as the "second Wednesday of the month". Because of the rainy winter climate in Northern California, we do not book solidly for grounds maintenance work during that season. For this reason indoor work is sought during the winter.

For Boatworks' regular customers, scheduling does not have to be set as rigidly as CleanSweep since most boat owners do not make daily trips down to their boats. However, the rainy weather does curtail most detailing work as wood must be dry in order to work on it. Most boat work is more seasonable, as Spring through Fall brings most of the good

sailing and outdoor work weather. However, we have been quite busy some mild winters.

Trainees are divided into work crews that are assigned to a supervisor. Earlier in the program the clients switched supervisors quite often, depending on the scope of the job, attendance, and productivity. The present business manager has established more or less permanent crews. Thus far, this has proved popular with supervisor and client alike. The supervisor has a better opportunity to teach and note progress towards training goals. The client has stability in developing a relationship with his supervisor, and working as a team with a set group of co-workers. Crews will be rotated so clients can learn both janitorial and grounds maintenance skills.

EQUIPMENT: It is important to purchase equipment that is durable and of industrial quality. Shop around and ask small businesses what brand of lawn mower, power sander or weed eater works for them. Then make sure your supervisors are proficient in the correct use, maintenance, and storage of the supplies and equipment. Then make sure they pass on correct instructions to the trainees.

The business manager keeps track of equipment by recording all materials purchased, amount spent, and date of purchase. Liquid cleaning supplies and boat detailing supplies can be bought in bulk for savings, and broken down to smaller containers for daily use. He also keeps track of repairs performed on equipment. Supervisors use a "daily inventory checklist" to mark off types and amount of equipment they take out to the job site and return to the storeroom each day. This has helped control the casual mislaying of gloves, clippers, etc., that can creep up on you. Supervisors report losses or breakages to the manager as they are noted.

The workers themselves are involved in the day to day maintenance and inventory of equipment. They are responsible for loading and unloading equipment each day, making sure everything is brought back at the end of the day. Monthly the business manager gives them a report on equipment losses, and asks for their input and cooperation. The month's income and expenses are also discussed. We believe the workers have more pride and ownership of the day to day operation of the business that employs them if they are kept informed and their opinion asked.

Visibility is very important. Signs are placed on all vehicles, giving a brief description of the services, and a phone number to call. Uniforms with the company name are also planned for 1985. Donations of uniforms or bulk discounts are being explored.

VEHICLES : Vehicles must be of good quality, durable, safe, and reasonably maintenance free. A number of vans and station wagons have been used in the three years the program has operated. One used one was donated. Others were purchased at auctions, from want ads, and dealers. Money has come from Department of Rehabilitation and several small foundations to purchase and maintain vehicles.

Other facilities have been successful in having dealerships donate vehicles. We have not yet had this good fortune. The present fleet includes a '75 Chevy van, a '72 Pontiac station wagon, a '78 Dodge mini school bus, and an '81 Ford van. We are shopping for a new 3/4-ton passenger van with a long wheel base and an extra bench seat to accommodate 8 passengers, equipment, and bags of debris. Be sure to install seatbelts and seats that meet recommended safety standards of your insurance company or American Automobile Association. The ideal van will have heavy duty shocks, large side mirrors, power steering, power brakes, and automatic transmission. There is a shortage in California of stripped out, basic passenger utility vans. Most are converted for camping. Therefore most used utility vans have been run into the ground and require a lot of maintenance.

A maintenance checklist is kept in the files on each vehicle. Each supervisor is responsible for checking water, tire pressure, oil, and battery, when he/she fills up at a gas station. They report any problems to the business manager who takes the vehicle to a reliable garage for major work. Regular lubrication, tune-ups and repairs are noted in the files. A check is done on all supervisors with the Department of Motor Vehicles to determine if they have a safe driving record and valid license.

Standard Operating Procedures

Customer Invoices:

Customers who are serviced by Boatworks or CleanSweep on an on-going basis (weekly, monthly, etc.) will enter into a contract agreement signed by both customer and business manager. Customers' signatures will be required on all invoices except for those customers who have previously entered into contracts calling for regular servicing.

Fees will be estimated on all orders, either on-site or by phone. Customers will be required to advance 25% of estimated fees for all jobs, except for those estimated to require 3 hours or less. If a customer requests that more work than orginally requested be done, a separate invoice will be completed. (If estimate is over $150, 25% must be paid in advance.

Customers with jobs estimated to take less than four hours and are located outside the Oakland-Richmond-Alameda-San Francisco area will be charged a transportation fee of $.25 a mile.

A job order form will be completed by the crew supervisor on a daily basis. A description of work completed, the number of hours worked, and special materials used will be included on the daily job order form. Customers will be charged for the cost of special materials used - waxes, teak, oil, varnish, etc. There will be no charge for equipment or regular materials such as soap or cleansers.

Collection Procedures:

1. Invoice is sent upon completion of the job, unless the job extends over a one month period. In this case, customers will be billed for work done during the first thirty days and payment must be received before work will continue. Customers who are serviced weekly or monthly will be billed on a monthly schedule.

2. If payment is not received after 30 days from the date invoice was sent, a notice with a "past due" stamp will be mailed and the customer phoned by staff.

3. If payment is not received after 45 days from date of original invoice, account will be referred to collection.

IV. BOATWORKS TRAINING OUTLINE

The following is an outline of the actual work done by the Boatworks crew. It is not a curriculum, or a task analysis. We learned on the job, and then taught the trainees. Our first supervisors were a sailing instructor and a mature woman with a hobby of woodworking. They learned by doing, and asking experienced boat workers they met on the docks. Sailing terminology has no easy translation. Get a copy of Royce's Sailing Illustrated available at marine stores almost everywhere.

We began training with boat washing, both topsides and interior cleaning. After a few months customer demand led us to include detailing; working on the wood trim, varnishing or oiling, and waxing and buffing the hull of the boat. The skills taught depend on the clients' abilities and the marketplace.

When we recommend a product, we name the brand. Feel free to ask around your marine store for advice on local products. Familiarity with car washing and waxing, and furniture refinishing routines are transferable entry level skills valuable for both supervisor and trainees.

BOAT WASHING

Materials - Hose, nozzle, bucket, soap, brush, sponge hand scrubs, fiberglass cleaner,1/2 bucket water to capfull soap (bilge cleaner), depending on the concentration.

Steps:

1. Prepare materials, check all port holes and hatches to make sure all are closed.

2. Hose down boat, starting with the bow (front); most of the dirt will wash off with hosing.

3. Scrub the decks with soapy water and deck brush.

    a. If there is more than one level of deck, start at the highest point.

4. On all smooth fiberglass, use hand scrubs to remove most dirt streaks and stains. Do not rub hard; could damage fiberglass.

   a. When washing a very dirty boat, use fiberglass cleaner. This is applied like Ajax or Comet, rubbed in and rinsed well.

5. After the boat is washed, it must be rinsed thoroughly and drainage watched; clean out drains if needed. Don't let soap dry at any time.

6. Sponge ports (windows) and wood; don't let soap dry.

Interior Cleaning - Very similar to house cleaning.

1. All heads (toilet) are enclosed in fiberglass; these are washed down as the outside of boat with with soapy water. Use fiberglass cleaner as needed. To rinse, use a wrung out sponge.

   a. Clean all mirrors with Windex.
   b. If there is wood, clean as you would other interior wood. Use lemon oil or Pledge.

2. Scrub toilet with Ajax; spray with Lysol.

3. Cabin is mostly teak; wipe down with mild soapy water with wrung out sponge; don't leave streaks. Leave interior surfaces as dry as possible. Use lemon oil or Pledge.

4. Check all interior surfaces, door jambs, rails, handles, mast, and around ports for finger-prints.

5. Remove all seat cushions, dust or wash all seats and floors. Dust can go down bilge. Use vacuum cleaner.

6. Wash all sinks with Ajax and wipe dry. Don't use boat water supply.

7. Clean and dry all refrigerators and wet storage units; leave open for airing.

8. Oil teak with lemon oil (or Pledge) with clean rag.

9. Leave all doors latched (not swinging free).

10. Break down materials; return to van/car or the next worksite.

WOOD TRIM

Striping

Materials - Teak or Teak Wonder solution A & B, scrubbies, hose, oil, rags, brushes, sandpaper - or teak. bleach and cleaner.

Steps:

1. Wet all teak thoroughly. Keep wet as needed.
2. Apply solution A.
3. Scrub hard and thoroughly over, under, sides with scrubbies.
   a. Keep water nearby, dirty solution can stain fiberglass.
   b. Rinse often, especially drips from the fiberglass.
   c. If needed, repeat steps 2 & 3.
4. Rinse well, add solution B; this bleaches the wood back to its natural color.
   a. Scrub into wood all over, sides, underneath.
   b. Rinse again.
   c. If needed, repeat Step 4.
5. After wood is dried, sand down all the weathered ridges to a smooth and clean surface.
   a. If wood has very deep weather ridges, start sanding with 60-grit paper.
   b. Work your way down to 100 or 120 grit.
   c. Wipe away sanding dust with tack rag.

Teak Brite - Teak bleach and cleaner

1. For horizontal surfaces -
   a. Wet wood. Teak Brite is a powder (bleach). It is sprinkled on the wood and spread evenly over the entire surface with a brush and/or hand scrub.
2. For vertical and underneath details -

a. Sprinkle powder onto a hand scrub or sponge (wet) and rub into the wood.

3. Let it set for at least 5 minutes. Must remain wet.

4. Rinse thoroughly with hose, brush or sponge.

5. Let dry thoroughly; repeat if necessary.

6. Continue with Step 5 under Striping.

7. Apply oil or varnish.

OILING

1. Prepare surface.

   a. Use a good teak oil (Sem is recommended).
   b. To apply, use a small clean rag, dip it into oil and rub into the wood evenly. Don't be skimpy with the oil, but don't use too much or it will drip onto the fiberglass.
   c. If drips occur, wipe up immediately with a clean rag with paint thinner on it.

2. You can also apply oil with a 1" bristle brush. Be very careful of oil drips. Repeat oiling 2 or 3 times. Follow directions on label.

VARNISH

Materials - Exterior varnish, bristle brushes, stripper (Jasco paint or varnish strippers), scrapers, containers to hold stripper (small wide-mouth jars are best), Acetone or paint thinner, rags, newspaper.

Steps:

1. Paint the stripper onto surface to be stripped.

2. Let stand until varnish begins to bubble.

3. Place newspapers under the work area. Scrape stripper and loose varnish or paint from surfaces. Be careful, stripper will damage other surfaces.

4. Repeat Steps 1, 2 and 3, until surface is clean.

5. Prepare wood for varnish as you would for oil, except the wood must be smoother for varnish. Use 120-grit sandpaper or finer for preparation of finished wood.

6. To apply varnish, use long, even strokes. Varnish should not be dabbed on. Long, smooth strokes are required for a smooth finish.

7. Any drips or spills should be cleaned immediately with paint thinner.

8. There should be at least 3 or 4 coats of varnish applied. Follow directions on the label. Usually 24 hours between coats is recommended. Avoid applying in extremes of temperature.

    a. Between coats of varnish, sand with 220-grit sandpaper.
    b. Remove all loose dust before re-varnishing.
    c. Final varnish coat should be applied with a sponge brush for a smooth finish.

METAL TREATMENT

Materials - Metal polish, clean rags - use Brasso or Sea Power wax.

Steps:

1. Put small amount on rag.

2. Rub entire surface with polish. This removes rust and dirt from the surface and polishes at the same time. Continue rubbing until surface is bright and shining.

Amway Metal Cleaner -

1. Dampen cloth, apply small amount of cleaner to rag and rub over surface; must be rubbed in to remove dirt and grease.

2. Remove cleaner with another rag and wipe dry. This should leave a clean, shining surface.

    a. If surface is not shiny and bright, apply Brasso polish.

Soft Scrub Cleanser -

1. Apply with damp rag.
2. Rub evenly and thoroughly over entire surface (must be rubbed harder on rust and grease).
3. Wipe off with another rag.
    a. If surface needs polish, apply Brasso.

Sea Power:

1. Use Sea Power to clean and polish chrome.

WAXING BOAT

Materials - Wax for fiberglass (Sea Power), clean rags.

Steps :

1. After boat is washed, apply wax. Dry off excess water.
    a. Fold a clean rag into a pad, put wax into a clean rag using a small amount about the size of a quarter.
    b. Rub wax onto the surface using a circular motion, overlapping each circle until wax is rubbed in thoroughly. Surface will almost be polished.
    c. Let it dry to a light powdered film, then wipe it off with a clean cloth.
    d. Continue these steps until the entire surface is polished.

BOTTOM SCRAPING AND PAINTING

Materials -Hose, nozzle, scrapers (putty knives), 3M dust mask, deck brush, grill stones, sandpaper (dry or wet), face mask.

Steps - (dry sanding)

1. Hose down bottom, brush off beard (algae).
2. Use scrapers to remove barnacles; most will come off while wet.

a. Hold the putty knife as you would a scoop; this will shovel them off.

3. For dry sanding, wear a face mask, use 80-grit sandpaper.

   a. Remove any barnacles that wouldn't scrap off.
   b. Smooth the bottom surface for painting.

4. When bottom is clean and smooth, hose down to remove all loose dust.

Materials - Bucket, water, and 80-grit sandpaper for wet sanding or grill stone.

Steps - (wet sanding) There are two methods of wet sanding. One uses sandpaper, the other a grill stone, used in cleaning ovens. The grill stone method is messy and smelly but takes less time and effort to use., Always use a face mask or respirator when using the grill stone.

1. Follow Steps 1 & 2 above.

2. While hull is still wet, use the sandpaper with water.

   a. Keep bucket of water nearby to soak and clean sandpaper while you use it.
   b. Keep hull and sandpaper wet at all times.

3. Grill stone is used similar to wet sandpaper, be sure to take precautions listed above.

Bottom Painting -

Materials - Paint, burshes or rollers, rolling pan and paint, masking tape, thinner, plastic gloves, face mask.

Steps

1. Tape off boot stripes, (painted strip above the water line).

2. To apply bottom paint with a roller, pour paint into a roller pan, dip roller in paint and roll over bottom of boat.

3. To apply paint with a brush, dip brush into bucket and paint on readied surface.

4. You should always wear a mask to paint - BOTTOM PAINT IS TOXIC.

5. After the surface is painted, all materials except excess paint are thrown away.

   a. Clean all paint from your skin with paint thinner.

   b. Take a cool shower. This removes toxic fumes.

BOATWORKS SUPPLIES AND EQUIPMENT

The following is a list of supplies and equipment used by a Boatworks crew. We began with buckets, soap, deck brushes, hoses, and a few rags and sponges. As detail work was added, the additional tools and supplies for woodwork and waxing were needed. Wax, varnish, and oil are added to the customer's bill. This is an ideal list, not everything is needed to start the program.

Deck brushes - long handled

Hand scrubs - 3M Scotch brite

Mild soap or bilge cleaner

Buckets - 3 or 5 gallon, plastic

Metal polish - Brasso

Cleanser - for metal

Fiberglass cleaner

Sponges - sturdy, large

Hoses - 50, 100 foot

Rubbing, waxing compound - 3M

Wax - Sea Power

Sandpaper - sleeves of 60, 80, 100, 120

Scrapers - for varnish and paint removal

Teak oil - Sem, blue label

Varnish - Captains

Acetone

Paint stripper - Jasco

Paint thinner

Paint brushes - disposable

Boatworks supplies and equipment

Sanders - square, electric

Extension cords - 50, 100 foot

Adaptor cords ("pigtails") 30A, 20A, down to 15A depending on site.

Vacuum cleaner - small, portable

Furniture polish

Lysol spray

Window cleaner

Rags, paper towels

Buffer - for hull waxing

First aide kit - each vehicle

Fire extinguisher - each vehicle

SAFETY

PRELIMINARIES:

Safety is a major issue with Boatworks. It begins with the in-water safety test all potential trainees must do prior to an actual tryout. After the person visits the worksite, and states an interest in completing the official tryout, a pool test is set up. A lifeguard instructs the client to jump into the pool, fully clothed, keep his head out of water, remain calm, reach the edge of the pool and get out. If the person has difficulty with any portion of the pool test, he may be retested with a life jacket to see if this helps. If he passes with the life jacket and is accepted into the program, he must wear the jacket while working on boats kept in the water.

Upon completing the test a form is filled out and kept in the client's file.

COAST GUARD AUXILARY:

The next step is the water safety instruction given by our local Coast Guard Auxilary. They have supported and advised Boatworks from the beginning. In addition to the on-the-water instruction, they have a wealth of films, slideshows, brochures, and years of experience in boating safety to share with staff and clients.

The half hour class is conducted at a Marina and on a boat owned by one of our customers. The Coast Guard Officer wears his full uniform and makes an impressive sight as he teaches the new client and reviews procedures for all crew members.

Activities include:

Safety on the docks and walkways

Boarding and disembarking a boat

Safety while on the boat

How to use a life jacket

Watching out for co-workers

How to get help if you fall in

Safety do's and don'ts

The trainee signs off on a form when instruction is over and it is placed in his file.

THE BUDDY SYSTEM:

When a new client joins the Boatworks crew, he is assigned a Buddy. The purpose of the Buddy system is to insure maximum water safety at the worksite.

At the beginning of each workday, crew members are assigned their buddy for the day. In case of an odd number of workers, the supervisor will be a buddy also. At all times each crew member is responsible for remaining within sight or hearing distance of his buddy. Each buddy is responsible for knowing his partner's whereabouts.

No one will ever be left alone on the worksite.

Anyone leaving the worksite must report his destination to his buddy and the supervisor. Return to the worksite is reported also. Supervisors will remain within seeing and hearing distance of crew. Phone calls, and restroom breaks will be taken at break times when crew is away from the water.

All crew members and potential clients on a try-out will be informed of this system. They sign off on a form that becomes part of their file. A disregard of the buddy system rules is grounds for dismissal.

V. CLEANSWEEP TRAINING OUTLINE:

As mentioned under Boatworks training outline, the following is not intended to serve as a complete curriculum for Janitorial or Grounds Maintenance training. Nor is it a task analysis. Since the custodial skills have been dealt with extensively for years in training programs for the developmentally disabled and other handicapped populations, we have given only an outline of the skills we currently teach.

JANITORIAL SKILLS

BATHROOM CARE

Materials - Toilet bowl cleaner, bowl brush, 3 plastic spray bottles (disinfectant, all-purpose cleaner, window cleaner are color coded for those who can not read), mop bucket with wringer, dustpan, rubber gloves, push broom, supplies (toilet tissue, soap, etc.) Wet Floor sign.

Steps:

1. Select appropriate equipment.
2. Check to see if lavatory is empty. Place sign outside door. Note appearance of room. Check paper supplies.
3. Mirrors - remove all dust. Spray with proper cleaner, dry quickly to avoid streaks.
4. Sinks - clean same as above. Shine all metal parts with a rag. Report leaky faucets.
5. Clean toilet bowls and seats. Select proper cleaner, use bowl brush to clean inside and out. Wear gloves. Wash several times, if needed. Wipe and flush.
6. Clean urinal same as steps 1-3.
7. Wall partitions - wipe walls clean of dust. Remove all marks.

8. Remove hair from clogged drains - try to locate obstruction. If you cannot, report to supervisor.

9. Trash disposal - put all trash in one container. Wash and dry all containers, replace in proper place.

10. Replenish supplies - carry enough supplies to restock all receptacles. Report breakage.

11. Restroom floors - remove and empty trash cans. Sweep floor, damp mop floor.

12. Check to see that all work is completed. Put all supplies and equipment on cart. Remove Wet Floor sign when floor is dry.

13. Proceed to next work station.

OFFICE CARE

Materials - Clean, dry cloths, dust mop, vacuum cleaner, cleaning solutions in spray bottles, hand duster, trash bag liners, dustpan, and janitorial cart.

Steps:

1. Wastebaskets - empty, replace liners. Empty, clean ash trays.

2. Dusting - dust furniture with hand duster or clean cloth. Work clockwise. Remove soil from duster as needed. Dust high and low areas. Be careful of articles on desks; if you move them to dust, replace as found.

3. Sweep or dust mop floor surfaces (non carpeted)- See Floor Care. Pick up dirt in dustpan and dispose - be sure to move furniture and replace it after cleaning.

4. Vacuum carpets - make sure canister or bag is empty - vacuum carpet throughly, including the edges. Empty canister or bag when finished.

5. Clean walls - spot clean walls as needed. Dust and remove stubborn stains first. Go over walls with degreaser and dry cloth.

6. Check room to see if it is completely clean.

Collect materials on cart, proceed to next station.

FLOOR CARE

Materials: Brooms (push and sweep), dust mop, dustpan, mop, mop bucket with wringer, cleaning solutions in plastic bottles, putty knife, clean rags.

Sweeping:

1. Use push broom for large areas, hallways, open spaces. The straw broom is best for small, obstructed areas and stairways.
2. Sweeping stairways - start at the top, and from corners to the middle as you sweep your way down.
3. Use the dustpan to clean up.
4. Pick up supplies and equipment and move to next station. Put away all equipment when finished.

Damp Mop:

1. Dust mop and sweep area before mopping. Remove obstructions.
2. Fill mop bucket not over 3/4 full. Add cleaning solution as directed.
3. Proceed to area with tools and equipment.
4. Begin with one section, approximately 9 x 12 feet, use a figure 8 motion. Turn mop over occasionally. Avoid hitting baseboard, furniture.
5. Remove deep scuff marks with heel of mop or putty knife.
6. Proceed with other sections using above steps.
7. Empty bucket when finished. Rinse mop thoroughly and hang to dry. Put away all supplies.

WINDOWS

Materials - 5 gallon bucket, warm water, ammonia, sponge, squeegee, dry cloth.

Steps:

1. Fill bucket 3/4 full of warm water. Add ammonia, 1 to 100 ratio.
2. Go around edges with sponge. Wash center with an "O" motion.
3. Squeegee glass using a down motion, while still wet.
4. Wipe blade frequently to prevent streaking.
5. Use dry cloth to dry window sills and frames.
6. Move supplies to the next window, and proceed.
7. Empty dirty water, clean squeegee and sponge when finished. Put away supplies.

GROUNDS MAINTENANCE

LAWN CARE

Materials - Lawn mower, edger, rakes, brooms (push and sweep), trash bags, work gloves, goggles, gas and oil, dustpan.

Steps -

1. Select appropriate equipment.
2. Check lawn mower for gas and oil. Check goggles.
3. Mow lawn - begin at one corner and proceed in a straight line to opposite corner. Go back and forth until lawn is finished.
4. Edging - use hand edger, begin at one corner, proceed around all four corners, as needed.
5. Raking - use grass rakes to put all the grass cuttings in a pile.
6. Bagging - fill trash bags with grass cuttings, leaves, and other debris.
7. Sweeping - use brooms to clean driveways, sidewalks and other surfaces. Put in trash bags.
8. Watering - if requested, water lawn.
9. Place all supplies and equipment near the van. Check inventory.
10. Supervisor evaluates the job, discusses with trainees.
11. Load up, move to next worksite.

PRUNING

Materials - Loppers (long handled pruners), shears, rakes, brooms, (push and sweep), hoe, trash bags, gloves, goggles, safety cones, hand bow saw, power saw, gas and oil, protective mask, gas and oil, protective mask, dustpan, tree

sealer, paint brush, weed chemicals, small hand trowels or shovels.

Steps -

1. Select appropriate equipment.

2. Trim shrubs - depending on season - use shears to maintain a round or oval shape to scrub or bush. Take care not to cut holes in plant.

3. Weeding - weed around the roots of the plant using hand tools. Take care to remove weeds only, not other ground cover.

4. Clean up - rake, sweep up and bag debris.

5. Apply weed chemicals around shrub, follow directions carefully. Wear face mask, gloves when applying chemicals.

6. Trim trees - supervisor will determine branches to be removed. Remove dead limbs. Remove limbs that are diseased. Mark off work area with safety cones so trainees and pedestrians will be safe.

7. Topping trees - mark off area for safety. Select proper saw according to thickness of tree. Begin at top of tree, and work down. Remove dead parts. Remove hanging branches that are obstructions. Shape tree. In winter prune more thoroughly to prepare for spring growing season.

8. Cut up large branches into uniform sections. Dispose of as per client order. Bundle branches.

9. Sweep, clean up and bag debris.

10. Apply tree seal to all freshly cut branches with a cut larger than your thumb. Use paint brush.

11. Hedges - same steps as bushes and scrubs above.

12. Water plants, if needed.

GENERAL MAINTENANCE

Materials - Same as pruning, with addition of power blower to collect leaves.

Steps -

1. Begin in one corner, use blower to push leaves into piles. Sweep into trash bags.
2. Flower beds - weed all flower beds, take care not to pull out flowers. Apply weed killer chemicals. follow directions carefully.
3. Cultivating - break up ground around plants with hand tools and shovel. Take care not to injure roots. Apply fertilizer, follow directions.
4. Planting - dig hole larger than root ball. Add fertilizer, wet earth. Make sure root is not tightly compacted when placing it in hole. Cover, tamp ground around trunk, water well.
5. Mow lawn, prune bushes or trees as mentioned above.
6. Check plants for disease. Apply appropriate chemicals. Follow directions carefully.
7. Collect equipment, inventory, evaluate work.

MAINTENANCE OF EQUIPMENT

Objective: To teach the trainee the importance of maintaining all equipment in good condition.

Frequent classroom sessions deal with all aspects of equipment care. The cost of replacing damaged equipment is a concern to all facilities. Letting the trainees know how added costs affect the agency makes them more diligent in maintenance. Each trainee has an opportunity for storage and routine maintenance of janitorial and grounds maintenance equipment. The storage room is kept orderly, with a specific spot for each piece of equipment.

It is recommended to purchase industrial quality equipment and supplies, not the cheaper, household variety. You will end up spending more in the long run with replacement and service cost. Buy from a reputable dealer. Check the warranty.

CLEANSWEEP SUPPLIES AND EQUIPMENT

The following list is an ideal one. It would equip a crew to do both janitorial and grounds maintenance work. Note suggestions on purchasing equipment and supplies mentioned in the Business section. Talk to your local hardware store about a bulk discount, or donation.

First aid kit - in each vehicle

Fire extinguisher - each vehicle

Tool box - each vehicle

Red safety cones

Safety glasses

Wheelbarrow

Vacuum cleaners

Lawn mowers

Sprayer - for chemicals

Chain saws

Bow saws

Hedge shears

Funnel - for pouring solutions

Edger - power, nonpower

Lopping shears

Weed eater

Rakes - lawn, bow

Pitchfork

Shovels - square, narrow, regular

Post digger

Brooms - push, sweep

CleanSweep supplies and equipment

Mop bucket and wringer

Mops - dust, wet

Janitor cart

Hose - 50, 100 ft.

Plunger

Dustpans

Sponges, rags

Squeegee

Electric hedge trimmers

Pruning shears

Hammer

Cultivator

Wall scraper - putty knife

Grinding stone

Hand truck

Hand grass cutter

Hoe - variety

Axe - long, short handled

SAFETY

Objective: To teach the trainees safety in using all equipment and chemicals used in the program.

Safety can never be emphasized too much. The initial weeks on the job are most important in starting the trainee in the proper use of supplies and equipment. The instructor must demand close attention to safety regulations from all trainees in all aspects of work performed. The agency must provide safety goggles, and insist all trainees are dressed appropriately for the work to be performed. The safety orientation at Stepping Stones includes:

1. Identity cards: home address and phone number, agency phone number and address.

2. Fire extinguishers and alarms - location and use in the facility and in vehicles.

3. Fire drills - and earthquake drills are held frequently.

4. Safety drills in vehicles are held to make trainees aware of procedures for flat tires, vehicle failure, or other emergencies.

5. Medical emergencies - first aid kits are in the facility and all vehicles. Instructors must have a current Red Cross certificate. Many have taken CPR.

6. Traffic and street safety - use of crosswalks and traffic signals are emphasized. In the vehicles seat belts and composed behavior are required.

7. Safety equipment on the job - Boatworks has special safety requirements - see appendix. Trainees are required to use goggles, gloves, masks, wear proper shoes as required by the work to be done.

8. A form containing this outline is signed by the supervisor and client when orientation is done. Reviews are conducted periodically as new clients enter the program.

DOWN-TIME PLANS

Down time is defined as no paid contract work scheduled, usually because of weather, vehicle breakdown, or cancellation of a contract. Attendance is required. Activities are scheduled to increase the client's vocational knowledge and work adjustment skills. Clients are expected to participate in un-paid classroom training, field trips, or work adjustment and job preparation activities.

Clients are requested to schedule meetings with doctors, and counselors after work hours. Clients may schedule job interviews during work hours. In all cases, clients should notify the office of such appointments prior to the actual day.

Classroom training topics include:

1. Job seeking skills: interviews, applications, using the want ads.

2. Safety procedures.

3. Work adjustment: attitude, hygiene, attendance, getting along with others.

4. Work related field trips.

5. Vocational training: reinforcement in a controlled environment in janitorial, grounds maintenance, or woodworking skills.

6. Demonstration of new equipment by salesmen, supervisors.

7. Individual or small group counseling.

Alternatives to regular custodial or boat work are many. Crews are called upon to perform a wide variety of odd jobs, such as warehouse or truck unloading, house painting, floor refinishing, and moving furnishings.

Boatworks has developed a side business during the wet, winter months called "Woodworks". To keep up their skills in wood striping and refinishing, staff and friends of Stepping Stones donate furniture for the crew to fix up and resell. We then were called upon to do contract work for customers who wanted furniture stripped and refinished for a fee. Because of the noise and sawdust created by the work, a shed was built on the property as a woodworking studio and storage facility. Small repairs to the furniture are also done, increasing the trainees' knowledge of tools.

VI. FUNDING THE PROGRAM

So, you want to start a mobile work crew. You are convinced the training opportunities would be more relevant and the environment more normalizing for the consumer, your staff is bored with supervising benchwork, and your Board of Directors is sold on the idea and asked you to draw up a year's projected budget.

During the past year we gave technical assistance to several agencies beginning mobile work crews. Funding opportunities differ from community to commmunity, and from state to state. For that reason, only general suggestions for funding will be given.

FEDERAL:

Department of Health and Human Services, Administration on Developmental Disabilities funded Stepping Stones for 15 months to demonstrate and replicate our work with the Transition population, and Boatworks and CleanSweep. Check with the Federal Register, H.H.S. or your local Federal office for information on discretionary funds.

U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS) issues a variety of grant applications year round. Funds may be available for staff and equipment to start a mobile work crew.

OSERS has planned for Fiscal 1985 to fund States who develop supported work plans. The goal is to prod Day Activity Programs to change their program direction to supported work activities. Write to OSERS for more information. Mobile crews are considered a supported work program, as defined by OSERS.

STATE:

State Jobs Training and Partnership Act - In most states the State JTPA still has some discretionary funds available for special target populations, including the handicapped. We began Boatworks and CleanSweep with State and local CETA dollars. JTPA, also known as "Son of CETA" has not proven to be the best program for long term training for persons with developmental disabilities because of extremely high performance based qualifications. However, some agencies have managed to partially fund training programs for hard to serve populations using State JTPA

funds, which did not demand the 80% job placement standards that most local JTPA's require.

State Department of Vocational Rehabilitation - Some states issue RFP's for innovative programs, staff training, equipment, and so on. State Department of Developmental Services or Office on Mental Retardation offer other opportunities.

LOCAL:

FOUNDATIONS -

Foundations have funded various program areas of Boatworks and CleanSweep over the past three years. Foundations in general are useful for "seed money" for new, innovative ventures. Local family and community foundations should be approached. Take care to research thoroughly before devoting a lot of time to fundraising. Consult the Foundation Center Library or a large public or university library to track down Foundations who have a history of giving to your cause. Follow the guidelines for application closely. A phone call to briefly explain your project is recommended.

CORPORATIONS -

The private sector has been called on to fill in the gap caused by a decline in Federal funding. Many of the coporations have responded, but the goal of The Committee for Responsible Philanthropy to have corporations donate 2% of their pre-tax earnings to non-profits is far from being realized. Corporations have responded to Stepping Stones' appeals with more frequency and with larger donations since we began operating our small businesses. The business world understands and responds to other businesses. Corporations have donated money to fund the Business Manager, Job Developer, as well as vans, equipment and supplies needed to run the businesses.

For agencies just beginning to target the Corporate Sector, the National Directory of Corporate Charity by Sam Sternberg of the Regional Young Adult Project is highly recommended. For information contact the Regional Young Adult Project 330 Ellis Street, San Francisco, CA 94102.

BUSINESSES -

Ask the businesses you trade with on a regular basis for a discount or donation. Make sure they give you a credit line. Try auto dealerships or rental car agencies for a vehicle. You may strike it lucky. Offer to paint a "Donated by John Smith" sign on it.

SERVICE CLUBS -

Get on the agenda to present your program at their weekly breakfast or luncheon meeting. They are always looking for speakers. You also get a free meal. Many have a charitable donations program. After they know of your good work, you are on their list.

UNITED WAY -

Stepping Stones applied to United Way for five years, unsuccessfully. This year they sent out a needs survey for agencies to respond to. From the most frequently mentioned needs, they developed a "special needs RFP." We responded with our Boatworks and CleanSweep business operations and received a one-year grant to fund the business manager and a part-time case manager. No traditional sheltered workshops were funded.

INDIVIDUALS -

When we began business operations our first customers were staff, parents, neighbors. Because we are a training program, the fees for house cleaning or lawn mowing are considered a tax deduction. The owner of the house is "donating" his home or yard for the trainees to learn on. This was a useful incentive in the beginning for individuals. Once a customer is on your list, include them on your regular fundraising list during your annual drive.

A SAMPLE BUDGET

The following budget is offered as an example of operating a mobile work crew. As more clients are enrolled and production income increases, overhead costs decrease. We have found 4 crews and about 25 clients are needed to maintain the program in a cost effective manner.

Wages are based on the San Francisco Bay Area prevailing wages for experienced personnel. Client wages are based on an average rate of production, (approximately 30%).

Other costs, such as Administration and Overhead depend on the overall size of the agency, policies on the size of the caseload assigned, what percent of the Director, Fiscal and Secretarial support, and Development staff are assigned to the program, and so on.

EXPENSES:

Personnel:

Vocational Supervisor - one per crew of 6

$7 an hour x 40 hours x 52 weeks = $14,560

Trainees - 6 to a crew

$1.50 average x 30 hours x 48 weeks = 12,960

Case manager - (for 4 crews)

$8.50 an hour x 20 hours x 52 = 8,840

Production manager - (for 4 crews)

$8.50 an hour x 30 hours x 52 = 13,260

Job developer - contract procurement

$8.50 an hour x 40 hours x 52 = 17,860

(Special Rehabilitation Project grant)

Fringe Benefits:

FICA, SUI, SDI, Federal, State, Local taxes

Medical, insurance, retirement, as applicable

Equipment, supplies:

Vehicle(s) for transportation - from free to $13,000

Janitorial, grounds, and boat cleaning equipment,

as needed. Varies greatly.

Overhead:

Figure a % for rent, utilities, supplies, postage,

Administrative staff - % of Secretary, Bookkeeper,

Executive Director, Development personnel.

Salaries will vary depending on prevailing wage, production rate, and availability of skilled labor. Other variables are overhead expenses, direct and indirect categories, and size of overall agency. As our agency has two programs, each covers about 50% of the overhead costs.

INCOME:

Department of Rehabilitation Fees:

Fees began three years ago at $17 a day per client. They are now $29 a day. The fee for service should cover the supervisor, direct program staff, and part of the overhead.

Business Income:

The hourly rate we charge customers began at $12 an hour. The rate is now $18 an hour for all services. Approximately half the $18 goes for client wages. The other half covers transportation costs and expendable supplies (soap, sponges, rags, etc.).

VII. JOB OPPORTUNITIES

"Meet our son, the Custodian"

(Adapted from a column by Donald K. White, financial writer for the San Francisco Chronicle, January 20, 1984. Copywrite San Francisco Chronicle, 1984. Reprinted by permission.) Although Mr. White's column was for the general public, his message is significant for those training persons with developmental disabilities.

Until a few years ago the Department of Labor's computer printouts of hundreds of job classifications listed "Janitors and Sextons." Today, the department's computer programmers are more sophisticated.

In the new workplace there are no janitors and sextons, according to the government's statistics. They are "building custodians."

As parents you might not want to raise your children to be janitors or sextons. But if they become building custodians upon leaving school you can hold your head high.

The plain truth is that the job opportunities for people entering the labor market in the next 10 years will be best for those willing to take on what are still considered to be menial jobs.

The job market today is overloaded with professionals. By 1995 we will be living in an over-educated society in relation to the jobs available for graduates. What this means is that millions of young Americans will have to adopt an attitude that is not defeatist but realistic: Minimum expectations, minimum disappointment.

When it comes to jobs, the largest number available in the years ahead, according to Department of Labor projections, will be for building custodians, cashiers in supermarkets and fast food outlets, secretaries, general office clerks and sales clerks. None of these jobs requires anything more than a high school diploma. Or less.

But when it comes to the high technology industries - touted as the wave of the future in the U.S. economy - no high-tech occupations are among the top 18 in the department's job growth projections.

In the years ahead, mothers and fathers may no longer be able to brag about "our son the lawyer, or our daughter

the doctor". Instead they'll talk about "our son, the cashier at McDonald's, our daughter the building custodian at Bank of America".

PLACEMENT PREPARATION:

The long range goal for all of our trainees is competitive employment. The work adjustment instructor and supervisors work with trainees to get them ready to seek competitive work. As a client reaches 50% or higher in his production rate, and other factors such as motivation, independent travel, and desire to work are also present, he is "graduated" into the first phase of our pilot project "Employability".

A client is usually in a training program an average of a year before being judged "job ready". Help is then given in the areas of preparing a resume, getting references, filling out the application, going for an interview, and using community resources in finding a job. The job development component became formalized through the Employability program funded by the State Department of Rehabilitation.

LOCATING EMPLOYERS:

The job developer works closely with Department of Rehabilitation counselors, the East Bay job developers consortium, the Employment Development Department, and the local business community, to seek jobs for our trainees. Some consumers have secured part-time jobs, and continue to work with the crew the rest of the time. In some ways this has not proved successful. The trainees resent being paid a lower wage at Stepping Stones, their attendance has slackened, and behavior disruptions increased. Staff is evaluating the viability of allowing trainees with part-time outside jobs to remain in the program at this time.

The job developer seeks jobs that are permanent, full-time positions with a decent salary and benefit package. A good benefit package is especially important to the disabled person if S.S.I. benefits are reduced or cut and they are no longer Medicaid eligible.

DISINCENTIVES:

The job developer is aware of all the disincentives created by the Social Security Disability system. The Section 1619 Demonstration Program has been extended through June, 1987. The program attempts to allow an SSI disability recipient to retain SSI benefits and Medicaid eligibility while earning above the $300 a month limit. The other disincentives it attempts to address include:

* treating remuneration in sheltered workshops as earned income.

* termination of the deeming of parent's income and resources when a disabled recipient attains age 18.

* continued payment of benefits to certain individuals under vocational rehabilitation plans.

Section 1619 is considered the most beneficial to clients in rehabilitation facilities. It allows higher earnings for recipients, therefore encouraging them to work or to accept placement. The job developer often spends hours promoting a client, only to have him turn the job down because of the fear of losing SSI. The continued eligibility for medicaid even after their earnings exceed the level allowed for continued SSI payments is especially helpful in placing severely handicapped persons into supported or competitive work situations.

For further information on Section 1619, contact NARF, National Association of Rehabilitation Facilties, P.O. Box 17675, Washington, D.C. 20041. Ask for Brief No. 20A.

FOLLOW-UP AFTER PLACEMENT:

The job developer follows the client along for up to 90 days or more. He is available to meet with the employer, staff, and the new employee to settle problems as they arise. He will accompany the client to the worksite, and remain with him for a few hours to assist him in overcoming the nervousness he might feel in the new situation. The program does not include "job coaching", a more intensive on-the-job training program where staff accompany the client to the job for a few days to a few weeks for transitional support. This type of program requires 1 to 1 staffing,

which we cannot afford. For this reason, clients must be job ready, requiring only minor support from staff to adjust to the new job.

Through a new establishment grant from California Department of Rehabilitation, the job development component has been expanded to include Rehabilitation clients referred specifically for placement services on a fee-for-service basis. A data base of employers in service and industrial occupations has been assembled.

The Employability Project offers 120 hours of job preparation, job seeking skills training, career counseling, individual job placement, and most importantly, follow-along services. Up to 20 hours of follow-up is included during the first 60 days the client is employed. The fee to the Department of Rehabilitation for the total package of 120 hours is $500. Counselors may purchase partial programs for those with a work history who may only need a refresher course in interview skills or some career counseling.

We are encouraged by the work of Paul Weyman, and others showing the cost effectiveness of follow-up. The State of California Department of Rehabilitation has made several moves in this direction. First, they funded Stepping Stones for the demonstration program that is underway. They will be monitoring our work closely, with the possibilities of funding more employment programs statewide.

Additionally, the State in February of 1985 initiated a program for follow-up services for Habilitation (lower functioning) clients. Up until now, there was no compensation to the Rehabilitation facility for hours spent in follow-up services. The new program is for clients placed in the competitive job market, and covers services the facility provides at the employment site. Clients must need the services to overcome adjustment problems. A formal plan must be approved, and a report completed monthly. Facilities are reimbursed at their regular work activity daily rate. This program should prove to be an incentive to sheltered workshops to move clients out to competitive jobs.

IN CONCLUSION:

It is our finding that the most important skills we teach are in the work adjustment area. Vocational skills are secondary. Many of the skills learned are transferable to other service industries. For example, boat detailing skills are transferable to woodworking, housecleaning, house

painting, and hotel custodial work. Hours spent in teaching work skills are wasted if the client can't get to work on time, is lazy, dirty, or argumentative.

Over 25% of our trainees have been placed in full or part time jobs in the private sector. During the current pilot project we will follow their progress as workers and begin to compile statistics on job retention. Some of the jobs in which we have successfully placed persons with developmental disabilities include:

* Yacht brokers: boat cleaners, boat detailers
* Federal jobs: building custodian, shelf stocking
* Hotel, motel industry: housecleaning department
* Hospital, medical: building custodian
* School districts: custodian, grounds, food service
* Local businesses: warehouseman, custodian, food service, grounds maintenance.

The job developer uses the Association for Retarded Citizens on-the-job training tax benefits as well as the Federal targeted tax credit plan as incentives to hire the handicapped. He finds the small businessman is more apt to take advantage of these incentives than the major corporation who consider the incentives not worth the paperwork involved.

For additional information on Stepping Stone's work in job placement, send for Employment Project, a monograph on the employment of persons with developmental disabilities.

* *

Stepping Stones is eager for comments about this manual. Please let us know if it has been useful to you. We would be pleased to answer questions about any specific operation of our agency. Let us hear from you.

APPENDIX

TABLE OF CONTENTS

I. Client Information

Intake

Skills assessment

I.H.C. forms

Work adjustment

Trainee interview

Closure

II. Business information

Estimating

Contract

Daily work order

Invoice

Customer feedback

Worksite inspection

III. Safety and Production

Safety forms

Performance rating form

Boatworks - CleanSweep evaluation

Rating form

Production guideline

Timesheet

IV. Worker Handbook

V. Publicity, marketing

Flyers - brochures

STEPPING STONES GROWTH CENTER

ADULT SERVICES INTAKE AND INFORMATION

I. General Identification

Full Name _____

Address _____ Phone _____

Birthdate _____ Birthplace _____

Marital Status _____ Sex _____ Soc. Sec. No. _____

With whom does applicant reside? _____

Relationship _____ Phone _____

II. Emergency Information

Name and telephone number of at least two responsible persons to contact in case of emergency:

1) Name _____

Phone (Home) _____ (Work) _____

2) Name _____

Phone (Home) _____ (Work) _____

Physician _____

Address _____ Phone _____

Hospital Preference _____

Address _____ Phone _____

III. Medical Information

Date of last physical _____ Copy submitted: Yes ___ No ___

Type of disability _____

A Any congenital birth defects? Yes ___ No ___ What? _____

Any chronic illnesses (i.e., diabetes, heart, etc.)? Yes ___ No ___

What? _____

III. Medical Information (cont'd)

Seizure disorder? Yes ___ No ___ If yes, type _____

Frequency _____ Emergency treatment if necessary?

_____

Allergies? Yes ___ No ___ If yes, what type? _____

Any secondary handicaps? (i.e., hearing, speech, vision) _____

_____

Special diet? _____

IV. Medication

Presently taking medication? Yes ___ No ___
If yes:

Name	Dosage	When	Prescribing Doctor
1.			
2.			
3.			

Do you need assistance with Rx administering? Yes ___ No ___

What? _____

V. Sources of Support

AFDC? Yes ___ No ___

SSI? Yes ___ No ___ Amount _____ MediCal No. _____

Insurance? Yes ___ No ___ Carrier _____

Policy No. _____

Social Security? Yes ___ No ___

Veteran's Benefits? Yes ___ No ___

VI. Educational Information

Schools or training programs attended:

_____ _____

_____ _____

VII. Work Experience and Goals

Any previous competitive employment? Yes ___ No ___ If yes, explain:

_____

What are your work goals? _____

What services do you want to receive from Stepping Stones?

_____

_____

What type of jobs do you like? _____

What type of jobs do you dislike? _____

VIII. Training Sponsorship

Agency	Dates Effective
Habilitation	
Rehabilitation	
JTPA	
Private	
Other	

IX. Releases

I hereby authorize a representative of Stepping Stones Growth Center, in case of accident or sudden illness, to refer me to any available hospital or physician if my physician is not available.

Signature _____ Date _____

I understand all due care will be exercised at all times to prevent occurrence of accidents and that any emergency action deemed necessary will be taken. I hereby release and hold harmless the Board of Directors and individual staff members of Stepping Stones from responsibility for any accident that may occur during the work day or while participating in an agency sponsored program.

Signature _____ Date _____

FOR OFFICE USE:

Date Referred:

Referral Source:

Date Admitted:

Program Assignment:

Date Transferred or Terminated:

Interviewer:

Comments: _____

_____

_____

BOATWORKS SKILLS ASSESSMENT

Name of Student:_____ Entry Date:_____

Instructor:_____ Rating Scale: 3 = Meets Standards
2 = Approaching Standards
1 = Below Standards
0 = N/A

Filled out by:_____

1. Identifying Equipment	DATE	COMMENTS
Soap		
Bucket		
Sponge		
Handscrub		
Longhandle brush		
Scraper (paint)		
Bristle brush (paint)		
Sponge brush (paint)		
Wax		
Paint stripper		
Acetone		
Paint thinner		
Oil (Teak)		
Sandpaper (grit)		
Teak cleaner		
Fiberglass cleaner		
Other		

Subtotal: Average Rating

Explain:_____

DATE

2. CLEANING BOAT

COMMENT

Selects proper starting point

Cleans fiberglass thoroughly

Cleans around ports (windows)

Moves & cleans under equipment stored on deck

Sponges off ports & hatches

Sponge dry run-off water from deck

Hoses all soap from boat

Other

Subtotal: Average Rating

Explain:

DATE

3. CARE OF EQUIPMENT/USE OF MATERIALS

COMMENT

Rinses sponge, scrubs

Stores equipment safely & neatly

Replaces tops, lids & caps

Returns equipment to proper place

Other

Subtotal: Average Rating

Explain:

4. CARE AND SANDING OF TEAK (wood)	DATE	COMMENT
Proper selection of grit (sandpaper)		
Determine direction of grain of wood		
Sand an area to the quality of final preparation		
Apply oil or varnish w/o excess or spillage		
Cleans properly any drips or spills		
Ask for assistance if needed		
Other		

Subtotal: Average Rating

Explain:

5. JOB READINESS SKILLS	DATE	COMMENT
Dresses appropriately for job		
Cooperates with instructors and accepts suggestions		
Is courteous & friendly to staff and peers		
Controls emotions		
Looks for ways to improve self		
Is dependable, enthusiastic and sincere		
Shows or strives for acceptable work habits		

5. JOB READINESS SKILLS (cont'd)	DATE	COMMENT
Arrives on time		
Arranges for time off in advance		
Follows directions		
Informs office of absence		
Observes safety rules & regulations		
Interacts with public appropriately		
Stays on task assigned		
Asks for assistance when needed		
Other		

Subtotal: Average Rating

Explain:

JANITORIAL - SKILLS ASSESSMENT

Name of Student:_____ Entry Date:_____

Instructor:_____ Rating Scale: 3 = Meets Standards
2 = Approaching Standards
1 = Below Standards
0 = N/A

Filled out by:_____

1. IDENTIFYING EQUIPMENT	DATE	COMMENTS
Sponge		
Straw Broom		
Push Broom		
Dust Pan		
Plastic Bags		
Wet Mop		
Dust Mop		
Mop Bucket		
Mop Wringer		
Vacuum-Upright		
Cones		
Window Cleaner		
All Purpose Cleaner		
Germidical Cleaner		
Vacuum-Canister		
Abrasive Cleaner		
Rubber Gloves		
Ladder		
Putty Knife		
Counter Brush		
Bowl Brush		
Bowl Swab		

1. IDENTIFYING EQUIPMENT (cont'd)

Deodorant Blocks	
Floor Wax	
Other	

Subtotal: Average Rating [ ]

Explain: _____

DATE

2. JANITORIAL SKILLS

COMMENTS

A. Solutions	
Measurement	
Selection	
B. Bathroom Care	
Toilet Bowl	
Toilet Seat	
Urinal	
Mop Floor	
Sweep Floor	
Empty Trash	
Sinks	
Wall/Partitions	
Mirrors	
Replenish Supplies	
Selects equipment	
Selects chemicals	

2. JANITORIAL SKILLS (cont'd)	DATE	COMMENTS
C. Sweeping - Floors, Stairways		
Push Broom		
Straw Broom		
Dust Mop		
Putty Knife		
Change Dustmop head		
D. Damp Mop Floors		
Selects equipment		
Selects chemicals		
Mix solution		
Proper procedure		
Safety		
E. Drinking Fountains		
Select equipment		
Select chemical		
F. Dusting - Shelves, ledges		
Select equipment		
Proper pattern		
High areas		
Low areas		
G. Window Washing		
Select equipment		
Select chemicals		
Mix solution		
Proper procedure		

DATE

2. JANITORIAL SKILLS (cont'd)

COMMENTS

H. Carpet Care

Select equipment

Proper procedure

Use upright vacuum

Use canister vacuum

Spot clean

SUBTOTAL OF ALL JANITORIAL SKILLS

Average Rating

Explain:

DATE:

3. JOB READINESS SKILLS

COMMENTS

Arranges for time off in advance

Arrives in time

Asks for assistance when needed

Controls emotions

Cooperates with insturctor (s) and accepts suggestions

Dresses appropriately for job

Follows directions

Is courteous & friendly to staff & peers

Interacts with public appropriately

Informs office of absence

Is dependable, enthusiastic & sincere

Looks for ways to improve self

Maintains personal hygiene

Observes safety rules & regulations

Shows or strives towards acceptable work habits

Stays on task assigned

Other:

Subtotal: Average Rating

Explain:

ADULT PROGRAM

LANDSCAPING - SKILLS ASSESSMENT

Name of Student:_____ Entry Date:_____

Instructor:_____ Rating Scale: 3 = Meets Standards
2 = Approaching Standards
1 = Below Standards
0 = N/A

Filled out by:_____

1. IDENTIFYING EQUIPMENT	Date:	COMMENTS
Axes		
Bow Saw		
Chain Saw		
Clipper Shears		
Cones		
Dust Pan		
Face Shield		
Gas Can		
Hand Cultivators		
Hand Weeders		
Hand Shovel		
Hedge Shears		
Hose		
Loppers		
Pitch Forks		
Power Blower		
Power Edger		
Power Hedge Trimmer		
Power Lawn Mower		
Push Broom		
Rake		
Respirator		

1. IDENTIFYING EQUIPMENT (cont'd)

Rototiller	
Safety Glasses	
Shovel	
Spades	
Weed Eater	
Weed Sprayer	
Other:	

Subtotal: Average Rating

Explain:

DATE

2. LANDSCAPING SKILLS		COMMENTS
a. Mowing Lawns		
Avoids rocks, etc., while mowing		
Covers total area		
Does not leave ridges		
Handles equipment in safe manner		
Pours gasoline without spillage		
Properly disposes of clippings		
Removes bag from mower		
Replaces top, lids & covers		
Selects proper equipment		
Shows & follows sequence for mowing		
Stores gas cans correctly (safely)		
Trims edges of lawn		

2. LANDSCAPING SKILLS (cont'd)

Wears proper protective clothing & equipment	
Other:	
Subtotal: Average Rating	

Explain:

DATE

b. Trimming & Pruning hedges/bushes/trees	
Operates power trimmer	
Proper cuts & trimmings in sizes for disposal	
Properly disposes of trimmings	
Prunes without leaving stubs	
Shows system for pruning	
Trims bushes	
Trims hedges, maintaining proper shape	
Selects proper equipment	
Handles/operates equipment in safe manner	
Other:	
Subtotal: Average Rating	

COMMENTS

Explain:

DATE

C. Weeding

COMMENTS

Identifies weeds vs. plants

Properly disposes of weeds

Pulls weeds correctly - with roots

Selects proper equipment

Turn over soil with hand tools

Other:

Subtotal: Average Rating

Explain:

DATE

d. Sweeping/bagging leaves, etc.

COMMENTS

Covers total area

Operates power blower

Pours gasoline without spillage

Properly disposes of leaves

Selects proper equipment

Shows system for bagging

Shows system for sweeping

Stores gas can correctly

Uses push broom correctly

Other:

Subtotal: Average Rating

Explain:

DR 25 (6/84)

HABILITATION SERVICES PROGRAM
WORK ACTIVITY PROGRAM EVALUATION REPORT

Facility: _____ Evaluation Period From: _____ (date) To: _____ (date)

Client: _____ SSA# _____

WORK PERFORMANCE	Job #1	Job #2	Job #3	Job #4
Description Of Specific Job(s) On Which Client Worked				
List of Steps Performed By Client	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
Total Hours Worked				
Average Prod. Rate	%	%	%	%
Job Earnings	$	$	$	$

ATTENDANCE

Scheduled Days Per Week: _____. Scheduled Hours Per Day: _____.

Total days attended during evaluation period: _____. Total days absent: _____.

Comments:

OTHER KEY PERFORMANCE AREAS

Behavior:

Safety Practices:

Attention Span:

Understanding Instructions:

Communication Skills:

Date: _____ _____ Signature

PROGRESS NOTES

Date	Notes

DR 23/HS 1 (6/84) INDIVIDUAL HABILITATION COMPONENT - HS-1 page 1 of _____

CLIENT: DATE OF BIRTH: SSA #:

REGIONAL CENTER: CASE MANAGER:

FACILITY: CRP: IHC COMPLETED BY:

IHC DUE: DATE IHC SUBMITTED: IHC TYPE: INITIAL ☐ ANNUAL ☐ OTHER: ☐ Specify:

PARTICIPANTS IN IHC DEVELOPMENT: CLIENT: ☐ PARENT/GUARDIAN/CONSERVATOR: ☐ CASE MANAGER: ☐

LONG RANGE OBJECTIVE: COMPETITIVE EMPLOYMENT ☐ SHELTERED EMPLOYMENT ☐ WORK ACTIVITY ☐

REPORT ON RELATIVE ATTAINMENT OF PREVIOUS IHC OBJECTIVES:

REQUIRED IHC OBJECTIVES

BEHAVIOR OBJECTIVE

(With target date)

Measurement:

Current Behavior:

WORK-RELATED OBJECTIVES

Area	Status Last Qt.	1 Yr. Objective	Reports of Quarterly Progress 1st Qt.	2nd Qt.	3rd Qt.	4th Q.
Productivity	%	%	%	%	%	%
Participation in Paid Work	%	%	%	%	%	%
Attendance	%	%	%	%	%	%
Total Earnings	$	$	$	$	$	$

Services for Objective	Date	Person(s) Responsible

Client Review

I have reviewed the IHC and agree with the objectives and services outlined.

Signature of Client

Signature of Parent/Legal Guardian/Conservator

Qt.	Quarterly Reports of Progress
1 st.	
2 nd.	
3 rd.	
4 th.	

CRP: Date:

Approved ☐ Comments Attached ☐

Habilitation Specialist Date

PROGRESS NOTES ON LONG RANGE OBJECTIVES
AND REQUIRED IHC OBJECTIVES

Date	Notes

JK:hb
6/25/84

DR 24/HS 2 (6/84)

HABILITATION SERVICES PROGRAM
INDIVIDUAL HABILITATION COMPONENT - HS-2

IHC Date:_____ FACILITY:_____

CLIENT:_____ REGIONAL CENTER:_____

ADDITIONAL OBJECTIVES

Objective #_____:

Target Date: Measurement:

Current Functioning:

Services for Objective	Date	Person(s) Responsible

QUARTERLY REPORTS ON PROGRESS

1st Quarter Comments:
Met☐
Partial☐
Not Met☐

2nd Quarter Comments:
Met☐
Partial☐
Not Met☐

3rd Quarter Comments
Met☐
Partial☐
Not Met☐

4th Quarter Comments
Met☐
Partial☐
Not Met☐

Objective #_____:

Target Date: Measurement:

Current Functioning:

Services for Objective	Date	Person(s) Responsible

1st Quarter Comments:
Met☐
Partial☐
Not Met☐

2nd Quarter Comments:
Met☐
Partial☐
Not Met☐

3rd Quarter Comments:
Met☐
Partial☐
Not Met☐

4th Quarter Comments
Met☐
Partial☐
Not Met☐

PROGRESS NOTES ON OBJECTIWES

Date	Notes

JK:hb

6/25/84

BIWEEKLY CLIENT PROGRESS

TOWARD IHC OR WAPP GOALS

CLIENT NAME: _____ DATE: _____

GOAL #1: _____

GOAL #2: _____

GOAL #3: _____

GOAL #4: _____

DATE	IHC GOAL	COMMENTS	SUPERVISOR NAME	RATING

Directions for use:

1. to be completed biweekly to coincide with payroll period.
2. to be reviewed monthly by case manager responsible person.
3. to be kept in crew binders to include all clients of crew.
4. upon termination of client, to be transferred to permanent client folder
5. rating index: 5=good; 4=fair; 3=needs improvement; 2=poor; 1=not applicable.

(3/84)

STEPPING STONES GROWTH CENTER
FACILITY NUMBER 166
WORK ADJUSTMENT PROGRAM PLAN

(To be done within 30 days of enrollment;
includes: skills assessment, productivity, work adjustment rating.)

Client : _____ Date WAPP Due : _____

CRP : _____ Date WAPP Submitted: _____

Rehab. Counselor : _____ Enrollment in Program : _____

Participated in WAPP : _____ Program : _____

Comments: _____

_____

_____

_____

_____

_____

_____

Long Range Objectives: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Completed By : _____

Client Signature: _____

Approved By : _____
(Rehab. Counselor)

Date : _____

(6/84)

STEPPING STONES GROWTH CENTER
FACILITY NUMBER 166
WORK ADJUSTMENT PROGRAM PLAN (cont'd)

Client: _____ Date WAPP Submitted: _____

Objective # ___ :

Target Date :

Measurement :

Current Behavior:

Methods & Techniques	Date	Person(s) Responsible

Objective # ___ :

Target Date :

Measurement :

Current Behavior:

Methods & Techniques	Date	Person(s) Responsible

(6/84)

STEPPING STONES GROWTH CENTER
DAILY WORK REVIEW

Work Activity: _____ Supervisor: _____

Crew Members: _____

_____

Check off areas that were discussed, demonstrated, observed, and/or instructed.

_____	Punctuality	_____	Leaving work area
_____	Hygiene	_____	Completing tasks
_____	Proper dress	_____	Taking breaks
_____	Overall appearance	_____	Attendance
_____	Work pace	_____	Appropriate behavior
_____	Safety	_____	Group interaction
_____	Quality of work	_____	Initiative
_____	Quantity of work	_____	Remembering instructions
_____	Selection of proper equipment	_____	Dependability
_____	Relationship with supervisor	_____	Equipment maintenance
_____	Peer relationship	_____	Attitude
_____	Appropriate conversation	_____	Other (specify): _____

Comments: _____

_____

_____

Supervisor Signature: _____ Date: _____

(5/84)

STEPPING STONES GROWTH CENTER
BOATWORKS/CLEANSWEEP
TRAINEE INTERVIEW

Trainee: _____

1. Who is your work site supervisor?
2. What do you think the supervisor's job is?
3. How does your supervisor help you?
4. How does your supervisor <u>not</u> help you?
5. What else would you like your supervisor to do?
6. What is your job here?
7. Do you like your job? Why? Why not?
8. What have you learned on the job?
9. What do you find hard to do?
10. What do you find easy to do?
11. What would you like to change about your job?
12. Would you like counseling or job information from other staff?

Interviewer: _____ Date: _____

(rev. 6/84)

STEPPING STONES GROWTH CENTER

CLOSURE FORM

(To be completed for all enrollees on leaving program)

NAME _____

STAFF _____ SERVICE PROGRAM _____

START DATE _____ CLOSURE DATE _____

REASON FOR CLOSURE _____

_____

SERVICES RECEIVED: (Please check; if incomplete, please indicate)

___Vocational Evaluation
___Work Evaluation/ Situational Assessment
___Work Adjustment
___Work Experience
___Skills Training
___OJT
___Extended Employment Classes:
___Indep. Living Skills
___Job Seeking Skills

CATEGORY:	RATING:*	SUMMARY
Skill Performance		
Work Attitude Work Habit		
Interpersonal Relationship Skills		

*Rating Key:
1) ASSET - Work habits or behavior desirable; will aid in placement or holding a job.
2) ACCEPTABLE - Work habits or behaviors will cause no difficulty in placement or holding a job.
3) NEEDS IMPROVEMENT - Work habits or behaviors need improvement before successful placement will be possible.

Areas of Strength:

Areas Needing Improvement:

RECOMMENDATION:

_____

Staff Trainee Date

_____

Placement/Follow-up

(4/84)

Boatworks

1720 Adeline St., Oakland, CA 94607 (415) 834-3990

Boatworks is a subsidiary of Stepping Stones Growth Center

JOB ESTIMATE

Estimate Number _____

Date of Estimate _____

Prepared By _____

RE: ☐ Day Work ☐ Contract ☐ Extra

Explanation _____

Job Name/Number _____

Job Location _____

Job Phone _____ Exten. _____

Start Date _____ End Date _____

#	MATERIAL	QTY	PRICE EACH	TOTAL PRICE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

#	LABOR	RATE	HRS.	TOTAL AMOUNT
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

#	MISC. OTHER ITEMS	TOTAL AMOUNT
1		
2		
3		
4		
5		
	OVERHEAD	
	TOTAL LABOR	
	TOTAL MISC.	
	TOTAL MATERIALS	

TOTAL BID	
TOTAL COST	
TOTAL PROFIT	

ESTIMATE APPROVED BY _____

Signature Approval for Quotation Release

CLEANSWEEP CONTRACT

Customer: _____

Billing Address: _____

_____

Phone Number: _____

Location: _____

MAINTENANCE PROGRAM:

Grounds Maintenance —

Lawn Cutting: _____

Edging: _____

Weeding: _____

Shrubbery Trimming: _____

Planting: _____

Soil Cultivating: _____

Special Work: _____

Custodial Maintenance —

Sweeping: _____

Vacuuming: _____

Dusting: _____

Windows: _____

Mopping: _____

Lavatory Cleaning: _____

Floor Waxing: _____

Special Work: _____

Comments: _____

_____

_____

1720 Adeline Street, Oakland, California 94607, (415) 834-3900

CleanSweep is a subsidiary of Stepping Stones Growth Center

4/83

CLEANSWEEP CONTRACT/page 2

Work will commence on _____ (date). We will work for you on _____ (preferred days), on a _____ (how often) basis.

CleanSweep will provide a work crew, a supervisor, equipment and supplies for cleaning and gardening. All special materials such as _____

_____

_____

will be provided by the customer.

Our fee for services will be _____ (amount) for maintenance.

Supervisor will estimate cost for special work. Payment must be received within 15 days from billing date.

CleanSweep is fully insured and bonded. Cancellation or modification of this contract by either party shall be made in writing. Cancellation of this contract by either party requires a two (2) weeks notice in writing, stating reasons for cancellation.

CUSTOMER	CLEANSWEEP
_____ Firm Name	_____ Signature
_____ Name and Title	Program Director
_____ Signature	1720 Adeline Street Oakland, CA 94607 (415) 834-3990
_____ Date	_____ Date

STEPPING STONES GROWTH CENTER

BOATWORKS/CLEANSWEEP

Daily Job Report

Job Order #_____ Date:_____

Boat:_____ Hours:_____

Location:_____ _____

Customer:_____ _____

Workers	Description	Materials	Quantity

Special Notes:

Is Job Complete? Total Hours Billed Today:

JOB ORDER / INVOICE

№ 00476

Boatworks

CUSTOMER: _____

BOAT: _____

SAIL: _____ LENGTH: _____ POWER: _____

LOCATION: _____

_____

JOB ORDER DESCRIPTION: _____

_____

_____

ORDER DATE: _____ ESTIMATED TIME: _____

MONTHLY CUSTOMER: _____ SPECIAL CUSTOMER: _____

CUSTOMER SIGNATURE: _____

COMPLETION DATE: _____ HOURS TO COMPLETE: _____

WORK SUPERVISOR: _____

CREW: _____

_____

FEE: _____

_____

PLEASE REMIT PAYMENT WITHIN 15 DAYS. THANK YOU!

Boatworks / 1720 Adeline St., Oakland, CA 94607 (415) 834-3990

Boatworks is a subsidiary of Stepping Stones Growth Center

2/82

Dear Customer:

We would appreciate your honest evaluation of work recently completed by our work crews. Your input will help us improve our services, which will in turn better enable us to expand our business.

Thank you for taking a few minutes to respond to this survey.

Which work crew did you hire? Boatworks _____ CleanSweep _____

	Exc.	Fair	Poor
Timeliness of estimate	____	____	____
Timeliness of completion of work	____	____	____
Courtesy of staff and work crew	____	____	____
Knowledge and understanding of requested work	____	____	____
Overall quality of work	____	____	____

Do you feel our rates are: reasonable _____; high _____; low _____

	Yes	No
Did you experience billing errors?	____	____
Would you call us again?	____	____
Would you recommend us to others?	____	____
Our services are tax deductible. Do you claim them as such?	____	____

General comments or ways we can serve you better:

_____

_____

_____

Name of customer: _____ Date: _____

Please return to: Boatworks/CleanSweep, 1720 Adeline Street, Oakland, CA 94607.

(2/84)

___Boatworks
___CleanSweep
___Woodworks

DROP-IN WORK SITE INSPECTIONS

Vocational Supervisor_____ Date_____

Location_____

Brief Description of work order: _____

	YES	NO	COMMENTS
Are all clients engaged in work?			
Is supervisor providing instruction?			
Is supervisor doing specific task?			
Are tools being handled safely?			
Is crew size appropriate to job order?			
Are all necessary tools/supplies available?			
Is crew on schedule time-wise?			
Is customer available for feedback?			
Any behavior/attitude problems?			

Suggestions:

(1/84)

COAST GUARD WATER SAFETY PROGRAM

I, _____ have participated in the Coast Guard Auxillary water safety program for entry into the Boatworks training program. I agree to follow the rules and regulations concerning safety in or near the water at all times.

Date: _____

Trainee _____

Coast Guard staff _____

Boatworks staff _____

(4/83)

- - - - - - - - - - - - -

BUDDY SYSTEM AGREEMENT

I, _____ have been informed of the Boatworks Buddy System. I agree to follow the rules and procedures as told to me to insure safety of all crew members.

Date: _____

Trainee: _____

Staff Witness: _____

STEPPING STONES GROWTH CENTER
IN-WATER SAFETY TEST

This is to certify that on_____

_____, a client/employee of Boatworks, a subsidiary of Stepping Stones Growth Center, passed a water safety test. In the test, the person named above jumped into a pool of water no less than ten feet deep, fully clothed, and was able to keep his/her head above water. The person was able to get to the side of the pool and was able to get out of the pool either with or without assistance.

Lifeguard Signature:_____

Name (Print) :_____

Pool :_____

Date :_____

Witness :_____

Date :_____

(8/84)

STEPPING STONES GROWTH CENTER
PERFORMANCE RATING FORM

Format/Instructions

The "Rating Form for Measuring Productivity of Handicapped Workers Paid at an Hourly Rate" (90/10 form) used by Goodwill Industries has been adapted by Boatworks and CleanSweep. Time studies of non-handicapped staff members or time studies based on industrial statistics are used as a work measurement technique. In addition, a "Trainee Evaluation" form (Boatworks and CleanSweep forms vary slightly) is completed by the worker's supervisor.

This form is used as a tool to assess the clients work adjustment skills as well as work performance skills. A 3-point rating scale is used, with 69 points being the highest possible rating. The number of points totaled on the evaluation form helps the supervisor to determine the recommended production rate. An "Evaluation/Production Rate Guideline" is used as a tool by which to compare the point system with a percentage production rate, as well as to assess the job-readiness of the worker. However, this is only a guide.

Time studies and observation are also used as a basis for the 90/10 form. The production rate recommended on the evaluation form may or may not be equal to the final rate computed on the 90/10 form, which is the production rate that the worker will be paid.

(5/84)

STEPPING STONES GROWTH CENTER
BOATWORKS TRAINEE EVALUATION

TRAINEE: _____ RATING SCALE: 1. Poor/High Supervision
2. Fair/Minimal Supervision
3. Good/Independent

SUPERVISOR: _____

DATE / SUPERVISOR'S INITIALS				
WORK ADJUSTMENT SKILLS				
- Attendance and Punctuality				
- Professional Appearance				
- Ability to Handle Stress				
- Complies with Rules				
- Behavior Appropriate on Job Site				
- Acceptance of Supervision				
- Relations with Co-workers				
- Communication Skills				
- Acceptance of Criticism				
- Motivation				
(24-30 Considered Job Ready)				
WORK PERFORMANCE SKILLS				
- Task Performance/Ability to Complete More than One Task at a Time				
- Work Output/Quantity				
- Work Quality--Average				
- Knowledge or Level of Work Skills:				
- Wash/Scrub Boat				
- Hand Wax/Buff				
- Power Sanding				
- Hand Sanding				
- Oil/Varnish/Polish/Paint				
- Concentration				
- Stamina				
- Safety Consciousness				
- Care of Materials and Property				
- Knowledge of Appropriate Equipment and Materials and Ability to Set Up for Job				
(31-39 Considered Job Ready)				
TOTAL POINTS				
RECOMMENDED PRODUCTION % RATE				

69 Points = Highest Possible Rating
55 Points = Considered Job Ready

Comments: _____

_____

_____

(4/84)

STEPPING STONES GROWTH CENTER
CLEANSWEEP TRAINEE EVALUATION

TRAINEE: _____ RATING SCALE: 1. Poor/High Supervision
2. Fair/Minimal Supervision
3. Good/Independent

SUPERVISOR: _____

DATE / SUPERVISOR'S INITIALS				
WORK ADJUSTMENT SKILLS				
- Attendance and Punctuality				
- Professional Appearance				
- Ability to Handle Stress				
- Complies with Rules				
- Behavior Appropriate on Job Site				
- Acceptance of Supervision				
- Relations with Co-workers				
- Communication Skills				
- Acceptance of Criticism				
- Motivation				
(24-30 Considered Job Ready)				
WORK PERFORMANCE SKILLS				
- Task Performance/Ability to Complete More than One Task at a Time				
- Work Output/Quantity				
- Work Quality--Average				
- Knowledge or Level of Work Skills:				
- Trash Pick-up				
- Sweeping/Raking/Bagging				
- Vacuuming/Mopping				
- Hand Trimming/Weeding				
- Use of Power Tools (Lawn Mower, Weed Eater, Buffer)				
- Concentration				
- Stamina				
- Safety Consciousness				
- Care of Materials and Property				
- Knowledge of Appropriate Equipment and Materials and Ability to Set Up for Job				
(31-39 Considered Job Ready)				
TOTAL POINTS				
RECOMMENDED PRODUCTION % RATE				

69 Points = Highest Possible Rating
55 Points = Considered Job Ready

Comments: _____

_____

_____

(4/84)

RATING FORM FOR MEASURING PRODUCTIVITY OF HANDICAPPED WORKER PAID AT HOURLY RATE

(Worker is to be rated at least every 6 months)

Name of Worker	Job	
Period of Rating From - Through	Date of Employment	Rater

HOW TO DETERMINE RATING

Enter for each factor below the numerical rating which reflects the handicapped worker's performance as compared with the performance that would be expected of an average nonhandicapped worker. The level for nonhandicapped workers should be considered as 100 percent.

Performance Rating %		0 10 20	30 40	50 60	70 80	90 100	110 120
Factors Rated	Weight of Factor	Generally Unacceptable to Industry Standards	Far Below Average Standards for Industry	Well Below Average Standards for Industry	Significantly Below Average Standards for Industry	Approaches Average Standards for Industry	Exceeds or Meets Average Standards for Industry
Quantity of Work	90%						
Quality of Work	10%						

COMPUTATION OF RATED WAGE

(A) .90* X Rating for Quantity of Work = _____ (B) .10* X Rating for Quality of Work = _____

(C) Total of (A) + (B) Above = _____ (D) Prevailing Industry Wage** for Job Rated = _____

98 (E) Product of (C) X (D) Above = _____ (Rated Wage) 99

* These figures are decimilized expressions of the weights 90% and 10% respectively.

** Prevailing Industry Wage is the hourly wage paid average nonhandicapped workers in industry in the vicinity for essentially the same type of work.

Federal minimum wage: California minimum wage:

STEPPING STONES GROWTH CENTER
ADULT PROGRAM

EVALUATION/PRODUCTION RATE GUIDELINE

% RATING	POINTS	STATUS
100%		
90%		
80%	69	Employable
70%	68	
65%	67	
60%	63	Almost Job Ready--Refer to Job Developer
55%	59	
50%	55	
45%	51	
40%	47	
35%	43	Work Adjustment and Work Services
30%	39	
25%	35	
20%	31	
15%	27	
10%	23	
5%		Non-appropriate

(4/84)

H / VR / O

STEPPING STONES GROWTH CENTER
INDIVIDUAL TWO-WEEK PRODUCTION REPORT
TIME SHEET

NAME: _____ PAY PERIOD: _____

DATE	TIME		HOURS				NON-PAID HOURS ACTIVITY CODE	JOB DESCRIPTION OR LOCATION
	IN	OUT	PAID JOB	NON-PAID LUNCH	NON-PAID ADJUST.	TOTAL		
TOTAL HOURS								

Code: UA = Unexcused Absence
EA = Excused Absence
ST = Skills Training on Site
CT = Classroom Training
J = Job Search or Vocational Planning
C = Counseling

TOTAL DAYS: _____

PRODUCTIVITY: _____

101

102

EMPLOYEE SIGNATURE: _____ SUPERVISOR SIGNATURE: _____

(rev. 4/84)

WORKER HANDBOOK

BOATWORKS/CLEANSWEEP

Stepping Stones Growth Center
1720 Adeline Street
Oakland, CA 94607

STEPPING STONES GROWTH CENTER
WORKER HANDBOOK
TABLE OF CONTENTS

Welcome.....1

Description of Training

Boatworks.....2

CleanSweep.....4

The Businesses.....6

Worker Responsibilities.....7

Responsibilities of Stepping Stones.....8

Input Policy.....9

Pay.....10

Fringe Benefits.....12

Work Rules.....13

Grievance Procedures.....16

Progress Reports.....17

Job Placement Services.....18

Questions Workers Often Ask.....19

Holidays.....21

Staff.....22

(rev. 7/84)

WELCOME

Welcome to Stepping Stones Growth Center and congratulations on your enrollment in our Boatworks or CleanSweep job training program. Stepping Stones will provide you with a relevant learning experience through employment in one of our small business subsidiaries that do work in the community. We offer individualized vocational training, coordinated work adjustment classes, and job placement services. Our main purpose is to make you as independent, self-sufficient, and productive as you can become. If you try hard, attend work every day, and improve your work skills and work habits, we may be able to help you find a job in the community.

You were selected for employment and training due to your interest and willingness to learn new skills and become a part of our growing businesses.

This handbook will tell you more information about the job and the rules. It is yours to keep. Share it with your parents or guardians.

If you have any questions that are not covered in this handbook, feel free to ask your supervisor or the Program Director.

(rev. 7/84)

BOATWORKS:

Training Description

Specific skill training in boat cleaning and maintenance. Instruction is designed to provide participants with knowledge and experience enabling them to secure and maintain entry level positions at boatyards, marinas, and yacht brokerages.

Training Goals

1) Knowledge of appropriate work habits: understanding and following instructions, working independently, how to relate to supervisors and fellow workers and maintaining a professional attitude.

2) Perform boat maintenance skills: selection and use of proper materials and equipment; knowledge of techniques and procedures for boat cleaning and upkeep; awareness of quality control standards.

Training Content

1) Orientation - facility, rules and procedures of program, equipment and materials.

2) Safety Procedures

3) Role of worker and worker expectations

4) Exterior boat cleaning

5) Interior boat cleaning

6) Waxing fiberglass

7) Bleaching/cleaning wood surfaces

8) Sanding wood surfaces

9) Stripping wood of varnish, old paint

10) Refinishing wood with oil, paint or varnish

11) Scraping and painting boat bottoms

12) Polishing metal and brass

13) Organizing work

14) Equipment care and maintenance

15) Inventory resupply

16) Work attitudes and behaviors

17) Others added as needed

Training Methods

1) Lecture and classroom discussions

2) Demonstrations

3) Work experience restoring used furniture

4) On the job training at work sites

CLEAN SWEEP:

Training Description

Specific skill training in janitorial and grounds maintenance work. Instruction is designed to provide participants with knowledge and experience enabling them to secure and maintain entry level positions in those job areas.

Training Goals

1) Knowledge of appropriate work habits: understanding and follow-instructions, working independently, how to relate to workers and supervisors and maintaining a professional attitude.

2) Perform janitorial and grounds maintenance duties: work with current maintenance equipment, tools and solutions utilizing proper techniques and procedures; awareness of quality control standards.

Training Content

1) Orientation - facility, rules and procedures of program, equipment and materials.

2) Safety

3) Role of worker and worker expectations

4) Sweeping

5) Mopping

6) Window washing

7) Restroom and bathroom care

8) Vacuuming

9) Dusting and general cleaning

10) Wall cleaning

11) Cleaning solution selection and mixing

12) Organizing work

13) Equipment care and maintenance

14) Inventory resupply

15) Repair of electrical plugs and cords

16) Changing light bulbs, fuses, circuit breakers

17) Temperature control gauges

18) Work attitudes and behaviors

19) Lawn maintenance: mow, rake, trim, reseeding, fertilizing

20) Trim shrubs and hedges, planting techniques, use of electrical clippers and edgers

21) Weed removal

22) Pest control

23) Others added as needed

Training Methods

1) Lecture and classroom discussion

2) Demonstrations

3) Work experience within facility

4) On the job training at work sites

THE BUSINESSES

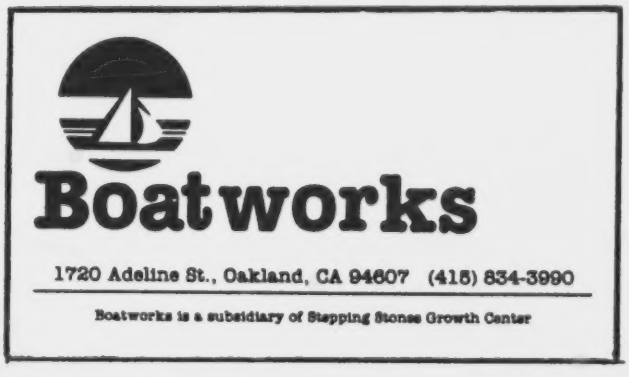
Boatworks and CleanSweep are both licensed, bonded businesses. We advertise our services in newspapers, magazines, phone books and flyers. Our customers expect quality service and that's what we give them. Without our customers, we don't have jobs because the money they pay goes to pay the workers. We expect everyone to be polite and courteous to customers at all times.

If we make a mistake on a job, we have to fix that mistake, and we lose money and time. It is very important to follow instructions given by your supervisor so mistakes are not made.

The way we get more business is to keep customers happy and satisfied with our work. Then they tell other people to call us.

If you know people who might want to hire us, have them call the office or talk to the Program Director.

From time to time there will be meetings with Boatworks and CleanSweep workers to discuss business growth, problems and compliments from customers.



CleanSweep
• Grounds Maintenance
• Janitorial
1720 Adeline St. Oakland, CA 94607 834-3990
Clean Sweep is a subsidiary of Stepping Stones Growth Center

BEST COPY AVAILABLE

WORKER RESPONSIBILITIES

1. Case manager makes referral to Program Director. The client must schedule interview and site visit with Program Director.

2. Medically fit to work. This includes seizures controlled, ability to lift 30 pounds or more, agility to climb on, off and around boats and docks, stamina to stand on feet for up to 6 hours.

3. The desire to receive and benefit from training.

4. Clean and neat personal appearance.

5. Punctual and infrequent absences.

6. Honest and reliable.

7. Willingness to work as team member and develop positive relationships with supervisors and co-workers.

8. Travel trained to agency facility.

9. Ability and willingness to follow simple instructions.

10. Ability to communicate personal needs and emergency information. Must carry personal identification at all times.

11. Willingness to learn new skills and improve existing ones.

12. Demonstrate appropriate habits and personal mannerisms that comply with public standards of behavior.

13. Client guardians must understand training program and realize competitive job placement is a goal of the program.

14. Every attempt must be made to schedule personal appointments after work hours. If not possible, discuss with Program Director.

15. Worker must complete payroll, permission, and medical forms within first 2 weeks of training.

16. Clients assigned to Boatworks must attend Water Safety class as scheduled by Program Director.

RESPONSIBILITIES OF STEPPING STONES

1. We will provide qualified instructors/supervisors to teach you about the jobs.

2. We will provide a safe work environment.

3. We will pay you for your work, according to your own productivity rate which will be determined by testing and observing your work skills level.

4. We will not discriminate against you because of your sex, any health problems you may have, the church you go to, the color of your skin, where you were born, how old you are, or how you voted.

5. We will respect your rights as guaranteed under the U.S. and California Constitutions.

6. Our staff will not subject you to physical or psychological abuse.

7. Your records of progress and past history will not be shared with anyone outside the staff without your permission.

(rev. 7/84)

INPUT POLICY

All clients are expected to become involved in their own program at Stepping Stones by attending IHC and progress meetings. In addition, clients are encouraged to make suggestions and evaluations regarding the program. Your ideas can be discussed at work adjustment classes, or you may ask to speak to the Program Director at any time. A suggestion box is available in the facility, and you may write, or ask someone to write down, your suggestions and place them in the box.

You may also be interviewed periodically by staff. In addition, "Worker Involvement Meetings" will be held monthly. At these meetings, the business aspects of the program will be discussed, and a "Worker of the Month" award will be presented to the client who has shown the most initiative, had good attendance, and improved in skill areas.

PAY

Boatworks and CleanSweep workers are paid by how much work you do, how fast you do it and how well it's done. Your rate of work is compared to that of someone who is fully trained to do the job. Your hourly rate is a percentage of what experienced workers are paid in the community for doing the same type of work.

At least once every three to six months, you will be evaluated, and it will be decided whether or not you should get a raise. You are NOT paid for time you spend in classroom training and on your lunch break, or if there is no work to do (downtime). You are paid when Boatworks or CleanSweep is billing the customer, or if you do something that the agency would have to pay someone else to do. You are only paid sick or vacation time, up to 5 days each per year, if you have been employed by Stepping Stones for over 1 year.

You will be paid by check for the work you perform and will be provided with a statement of your earnings. You must sign for your check when you get it. You will be paid every 2 weeks.

During your first month of work, you will be paid 15 percent of the prevailing wage. During that month, we will evaluate your work and determine what your actual rate of pay will be.

6.7% of your wages are deducted for FICA, or Social Security. This money is sent to the government and put into a retirement fund. Stepping Stones also contributes an equal amount towards your retirement.

If you continue to work, when you are 65 you will be able to collect retirement pay from Social Security. Disability and unemployment are <u>not</u> withheld from your paychecks. If you earn enough money, federal and state taxes <u>may</u> also be deducted from your check. You may be able to file a tax return in the Spring, and be repaid this amount, if it turns out that you didn't earn

Pay (cont'd)

enough during the year to pay taxes. You can talk to Stepping Stones's bookkeeper about this.

We comply with Department of Labor rules and regulations regarding pay rates and schedules.

FRINGE BENEFITS

As an employee of Boatworks or CleanSweep, you are covered by Worker's Compensation Insurance and Social Security. Worker's Compensation Insurance pays for your medical expenses if you are injured on the job.

After 1 year of employment at Boatworks or CleanSweep, we will pay you for 5 vacation days, 5 sick days and 5 holidays at the hourly rate you are earning at the time.

(rev. 7/84)

STEPPING STONES GROWTH CENTER
WORK RULES

RULE	DISCIPLINARY ACTION
1. No fighting, no violence, no weapons.	1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client. 2nd Time: Dismissal.
2. No stealing or destruction of property.	1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client. 2nd Time: Dismissal.
3. No use of alcohol or unauthorized drugs during work hours.	1st Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client. 2nd Time: Dismissal.
4. You must follow all safety rules. This includes on and off site, use of chemicals, use of buddy system, and conduct on agency vehicles.	1st Time: Verbal warning; report filed. 2nd Time: Written warning; report filed. 3rd Time: One day suspension; report filed. 4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.
5. Must report absences to the Stepping Stones office by 9:00 A.M. After 3 days, a doctor's note will be required.	1st Time: Verbal warning; report filed. 2nd Time: Written warning; report filed. 3rd Time: One day suspension; report filed. 4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.
6. Arrive at work on time.	LATE — DOCK 1 to 15 min. — 15 min. 16 to 30 min. — 30 min. 31 to 45 min. — 45 min. 46 to 60 min. — 60 min. If late 3 times in one pay period, written warning and report filed.

6.	Arrive at work on time. (cont'd)	If continues, document and discuss at IHC meeting for resolution.
7.	Must dress neatly, cleanly, and appropriately for the job.	1st Time: Verbal warning; report filed. 2nd Time: Written warning; report filed. 3rd Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.
8.	Must follow supervisor's instructions.	1st Time: Verbal warning; report filed. 2nd Time: Written warning; report filed; caseworker notified. 3rd Time: One day suspension. 4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.
9.	Inappropriate behavior.	1st Time: Verbal warning; report filed. 2nd Time: Written warning; report filed; caseworker notified. 3rd Time: One day suspension. 4th Time: Immediate suspension; will not be allowed to return to work until formal meeting with caseworker, case responsible person, supervisor, and client.

(6/84)

ABOUT THE RULES

CleanSweep and Boatworks were set up to give handicapped people a chance to show their community that they can work and make a contribution.

All staff and supervisors are here to help you learn and get experience using those skills. The staff can't do it all. You must be willing to learn and to follow the rules.

The rules are set up to help and protect everyone. All jobs have rules. Learning to follow the rules will make you a better worker on any job.

(rev. 7/84)

GRIEVANCE PROCEDURES

Sometimes problems come up on the job. We understand that and want to try to work out these problems. If you have a complaint or problem:

1. Discuss the situation with your immediate supervisor.

If that doesn't work...

2. Talk to the classroom instructor or Business Affairs Manager.

If that doesn't work...

3. Make an appointment to discuss the problem with the Executive Director. She will meet with you within atleast ten working days.

If that doesn't work...

4. Ask a friend, guardian, or staff person to help you write an appeal letter to be delivered to your Habilitation Specialist at the Department of Rehabilitation. A Habilitation team meeting will be arranged within thirty days. The purpose of the meeting will be to discuss and resolve your problem. If you don't know who your Habilitation Specialist is, ask the Program Director or your case Manager.

PROGRESS REPORTS

Since Boatworks and CleanSweep are training and work experience programs, we write progress reports to check how well you are learning the job.

From time to time, the Program Director will meet with you and your social worker to discuss your progress. We will also write plans for what you need to improve and how we as a team will do that.

If there is something special you would like to learn, make an appointment with the Program Director to discuss it.

If you don't agree with your plan or want something changed, discuss that with the Program Director and/or your social worker.

JOB PLACEMENT SERVICES

Stepping Stones wants to help you get a full-paying job in the community. We feel many of you are able to do this if you have good work habits and know the skills. We can't get a job for you, but if you show us you are ready, we can help.

How do we know when you are ready?

- When you show us you can do the work we assign to you.
- When you follow the rules, like being on time, following directions, and getting along with co-workers and supervisors.

What we will do:

- Teach you how to act during a job interview.
- Help you write a resume. A resume is a report of what skills you have and past job experience.
- Suggest people you can call for a job interview.
- Talk to employers and tell him/her why you are a good worker.
- If you are hired, we will help you and your new boss if problems come up.
- Suggest classes or counselors who can also help you find a job.

If after working 30 days on a job in the community you are laid off for reasons out of your control, you can return to Boatworks or CleanSweep as soon as an opening occurs.

QUESTIONS WORKERS OFTEN ASK

Q: What should I wear?
A: For Boatworks: Jeans and T-shirt are best. Bring a jacket for cooler days--it gets even colder at the water. You will get dirty, so wear clothes that can be easily washed. You must wear tennis shoes, boat shows, or other shoes with rubber or non-skid soles.

For CleanSweep: Stepping Stones wants you to wear a uniform every day. After you earn some money, you may be able to buy a uniform. On days you cannot wear the uniform, wear clothes you can get dirty--jeans and T-shirts are fine.

Q: How long will I be in the training program?
A: That depends on you. Everyone learns at a different rate. That's why we do progress reports. The average stay is 6 months to 1 year.

Q: Do we come to work if it is raining?
A: Yes. Staff will work with you here on an inside project, or you will work on a janitorial contract.

Q: What do I do if I have an appointment?
A: Tell the Business Affairs Manager when the appointment is. She will discuss if you need to take the whole day off or be dismissed in time for your appointment.

Q: What are my work hours?
A: Work hours are 9:00 A.M. to 3:00 P.M. Monday through Friday. These times may vary depending on where and what your job is for the day.

Q: Will my paycheck change my SSI check?
A: You must report your income to SSI. They will decide if your check will be reduced.

Q: Should I bring a lunch?
A: Yes, every day. We do not have a lunch program and cannot stop at stores or restaurants when you are out on a job. Everyone needs to eat a healthy lunch to do a good job.

Q: What happens if I get hurt while on a job?
A: Emergency first aid will be given immediately. If you need to go to a doctor, the staff will take you and call the person you live with. Medical bills will be paid by Stepping Stones, under Worker's Compensation Insurance.

Q: Can my family or friends visit me at a job site?
A: Visits must be arranged with the Business Affairs Manager.

Q: Can I take a vacation?
A: Everyone needs a vacation. The policy is that after 6 months of working,

(rev. 7/84)

you can take a week off if you want to. You are not paid during your vacation unless you have worked at Stepping Stones for over 1 year--then 5 days may be paid. Please arrange dates with the Business Affairs Manager.

Q: What do I do if I'm sick?
A: Call the Stepping Stones office before 9:00 A.M. that morning to tell your supervisor you will not be there. Please come every day unless you really are too sick to work.

HOLIDAYS

New Year's Day

Martin Luther King Jr.'s Birthday

Lincoln's Birthday

Washington's Birthday

Memorial Day

Independence Day

Labor Day

Veteran's Day

Thanksgiving Day

Christmas

The center will be closed on these days. The center usually closes the day after Thanksgiving and the week after Christmas as well.

It is possible that the center will close on some other days so that the staff can receive training or for other reasons. If this happens, you will be notified in writing at least one week before the day the center is closed.

You are not paid for holidays unless you have worked in Boatworks or CleanSweep for over 1 year. Then you will be paid for 5 holidays: Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas.

(rev. 7/84)

Did you see this Great Article about our Dynamite CLEANSWEEP subsidiary of Stepping Stones?

When can we do a CLEANSWEEP Job for you or your Friends or Customers?

THE TRIBUNE

LIFESTYLE C

Monday, July 4, 1983

Three Stepping Stones crew members, Shelton Grice, Karen Loeb and Chester Taylor, at work on a garden project.

Tribune photo by Ray H. Williams

Yard work is more than a job to this crew

By Brenda Lane
Tribune Staff Writer

Oakland's Shelton Grice, 28, likes it because "Outdoors is fun. I enjoy coming to work because we do a good job."

Pearl Stearnado, 46, says "now I get all the fresh air I want."

And 43-year-old Michael Wilson likes taking a deep breath, grabbing a weed by its base and staging a battle between man and nature. (He always wins.)

If these adults sound as though they were starving for air, it's because they and the 13 other people on their crew are former products of interior "make work" programs. They are developmentally disabled (a term which includes people who are mentally retarded, autistic, epileptic or have cerebral palsy.) They've made decorations, hung dresses on hangers, stacked boxes. But now they're getting a chance to feel the glory of being paid for labors of love.

They're one of two yard crews from Clean Sweeps, a gardening and landscaping business started last fall by Stepping Stones Growth Center in Oakland, which serves the developmentally disabled.

Charging $15 an hour for their services, a crew of six — working under the direction of a trainer-supervisor — splits the fees. Each is paid according to the amount of work contributed. The workers have contracts with individuals, businesses and government agencies.

All have moderate disabilities and are not quite ready to enter a competitive job market.

Rodger Moore, a vice president for First Enterprise Bank, hired the crew to work in the yard of his downtown Oakland home.

"When I left in the morning they were already at work," he says. "One of the men stopped me and said 'We're going to do real good for you.' "

When Moore came home that evening he had to fight back tears.

"They are excellent," Moore says. "I was so proud for them."

His reaction is not unusual.

Training instructor Jesse Wallace says "Nine out of 10 of the people who hire us are surprised that we can do the quality work we do. To be honest, I don't know many gardeners who are any better than we are. To our workers, it's not just a way to earn money. It's a challenge to be good at something."

Bonnie Whitcomb, director of the adult program, says "They take pride in what they do because they aren't hidden away someplace. This way they're out in the community and they're able to feel they've made a contribution."

She says the workers also learn a little something about the world they live in.

"Chester, one of the workers, came in the office the other day and said, 'You know Bonnie, we go in there and cut the grass and pull the weeds and it just grows right back.'

"And I told him, 'Thank God it does, Chester.' "

In addition to the Clean Sweep program, Stepping Stones oversees a crew that cleans yachts. And the center also runs a day care program for developmentally disabled school children.

To Schedule a FREE estimate . . . call Bonnie at:

834-3990

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News Letter

Tips and Trends in the Employment of Mentally Handicapped People

JULY 1981

The President's Committee on Employment of the Handicapped

Washington, D.C. 20210

IN THE SHADOW OF PIKE'S PEAK

Tourists who come to the McLaughlin Family Lodge nestled in the mountains near Pike's Peak, Colorado, marvel at how well the place is kept up. Shrubs are trimmed, grass is newly cut, the swimming pool is sparkling clean. What they quickly learn is that the work is done by mentally retarded men and women living at nearby Cheyenne Village.

They mix freely with the guests. They play with the children, babysit, watch the evening movies, wash and iron, take part in games.

As the mother of a retarded daughter said:

> "You know, it may not mean much to you--having a daughter with a job as a bus girl. But to me it's like learning she's made it as president of a university."

HELPING HANDS

White seagulls hover above the multi-colored sailboats at Embarcadero Harbor as another workday begins at Sailboats, Inc. A group of tanned shirt-sleeved employees arrive from a nearby bus stop, eager to begin work. They'll spend their day under blue skies, cleaning pleasure boats at this Oakland, California, harbor.

An ideal job? These employees think so. They are retarded young people from Stepping Stones, a growth center for retarded youngsters, and they're working for fun as well as profit.

Using CETA (Comprehensive Employment and Training Act) funds, Stepping Stones trained mentally retarded people to work at Sailboats, Inc., a large boat maintenance firm. First they made sure workers could get to the harbor unaided and on time. Then they instructed them in the finer points of boat cleaning: connecting hoses properly, gathering and loading supplies, and scrubbing and sponging down boats. They've become speedy and efficient. Two people can complete the topside of a 30' by 50' yacht in two hours.

Members of the Stepping Stones group are so satisfied with their active outdoor jobs that they've not missed a day. And Sailboats, Inc., has been so impressed with their work that they've asked for more workers and have offered to underwrite the wages of the supervisor provided to give assignments.

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ORDER BLANK

Please complete the following and return to:

Stepping Stones Growth Center
1720 Adeline
Oakland, Ca. 94607

Please send me:

_____copies of Learning to Work - $10 _____

_____copies of Boatworks and CleanSweep - $10 _____

_____copies of Employability Project - $5 _____

_____copies of Ready, Willing, and Able - $25 _____
25 minute videotape
VHS _____Beta_____

All orders prepaid, check, money orders only. Includes shipping.

Total $_____

Name_____

Agency_____

Address_____

City_____State _____Zip_____

* * * * * * * *

The Videotape "Ready, Willing and Able" tells the story of Stepping Stones' innovative programing for children and adults with developmental disabilities. Most of the vocational training takes place in work crews out in the community. Featured is a neighborhood recycling business, and the internationally famous "Boatworks" program. Produced by Sheryl Paton under a grant from Health and Human Services, Administration on Developmental Disabilities. Superfest 1985 entry.